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CIRCULATION, 10,000.

ADVERTISERS.

Aude, D. J. & Bro.—Furniture Factory.....	17
American Cutlery Co.....	17
Atlantic and Pacific Railroad.....	19
Baldwin J.—State Normal School.....	2
Barns & Beynon—Printers.....	19
Bank of Commerce.....	2
Bovle, F. A.—Music.....	12
Barr, Wm. & Co.—Dry Goods.....	12
Balmer & Weber—Music Books, etc.....	9
Bonyon, Paul.—Confectionery.....	1
Bridge, Beach & Co.—Stoves.....	1
Brewer & Thelston—Worcester's Dictionaries.....	17
Chase, H. S.—Dentist.....	2
Chase, H. S.—Hags.....	2
Chicago, Alton & St. Louis Railroad.....	19
Colton Dental Association.....	1
Croce, J. H.—Furniture.....	2
Davis & Co.—Printers.....	2
Dickenson—Victor sewing Machine.....	1
Dodds, Andrew—Monuments.....	17
"Domestic" S. M. Co.—Sewing Machines.....	17
Dunham, Jno. H.—Yeast Powder.....	17
Eldredge & Bro.—New Books.....	18
Farnum, Chas. E. & Co.—Perfumes, extracts, etc.....	2
Gavford Sam'l—Bond & Stock Brokers.....	16
Gilbert, W. J.—Publisher.....	2
Grover & Baker—Sewing Machines.....	18
Hannibal & St. Joseph R.R.....	19
Harper & Brothers—School Books.....	1
Heller & Hoffman—Chair Factory.....	2
Indianapolis & St. Louis Railroad.....	19
Iverson, Blakeman Taylor & Co.—School Books.....	1
Jaccard, P. C. & Co.—Watches, Clocks, Jewelry.....	9
Jordan, J. M.—Nursery.....	17
Keyser Stove Works—Hot Air Furnaces.....	17
Kennedy P.—Engraver.....	19
Kingsland & Ferguson—Cotton Press.....	18
Lane, G. C.—New School Books.....	2
Life Association of America.....	2
Lewis & Frishton—Gents' Hats.....	12
Lockwood, Geo. R.—Ladies' Copy Books.....	16
Mann, H. D. & Co.—Dry Goods.....	1
Merriam, G. & C.—Webster's Dictionaries.....	18
Meneely, E. A. & G. R.—Bells.....	17
Missouri Pacific Railroad.....	19
Missouri Granite Co.—Monumental and Building.....	19
Granite.....	19
Miller, Grant & Co.—Laces and Embroideries.....	9
McConnell's Photographic Studio.....	9
National Watch Co.—Elgin Watches.....	9
Raeder, F. W.—Architect.....	2
Price, Calmes & Co.—Porcelain Paint.....	2
Ravold, N.—Embroideries, Laces, etc.....	12
Ross, E. H.—Mans.....	17
Saler, Francis—Ahn's German Method.....	18
Scribner, Armstrong & Co.—Popular Educational Publications.....	18
Scruggs, Vandervoort & Barney—Dry Goods.....	9
Seiple, Birge & Co.—Whitewater Wagons, etc.....	1
Seely, F. A.—School Bonds.....	1
Seely, F. A.—Furniture for sale.....	1
Seigel & Bobb—Gas Fixtures, etc.....	2
Sheffield's Scientific School of Yale College.....	16
St. Louis Book & News Co.—Books, etc.....	16
St. Louis Mutual Life Ins. Co.....	19
St. Louis Type Foundry.....	1
St. Louis Fair.....	17
St. Louis Law School.....	16
St. Louis, Evansville and Nashville R.R.....	19
St. Louis and Iron Mountain R.R.....	19
St. Louis & South Eastern Railway.....	19
Toledo, Wabash & Western Railroad.....	19
Ticknor & Co.—Clothing.....	12
U. S. Tea Co.—Tea, Coffee, Sugar, Spices.....	19
Vandalia Route East.....	19
Vanduzen & Telf—Bell Foundry.....	19
VanNorstrand, J.—Clothing and Furnish'g Goods.....	19
Vornbrock & Patman—Bedstead Factory, etc.....	2
Washington University—Announcement.....	17
Western Publishing and School Furnishing Co.—Webb's First Lessons in Language & Drawing.....	2
Gothic Desks.....	18
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TABLE OF CONTENTS:

	Page.
Officers of the National Teachers' Association.....	3
New Light on Primeval Times.....	3
Public vs. Private Schools.....	5
Public Free School, Carthage, Mo.....	5
Educational Progress on the Pacific Coast.....	5
Make the Recitation Rooms Attractive.....	5
Emerson's Conversations.....	5
From the Stars.....	6
Second District Normal School.....	6
Singing.....	6
A Beautiful Residence.....	6
Object Teaching.....	6
The Gravois School-house.....	7
Discount and Premium.....	7
Normal Schools.....	7
The Curse of Tyranny.....	7
District Conventions.....	7
Division of Labor.....	7
Blackboards.....	7
A Reading Lesson.....	8
Arkansas.....	8
Kansas.....	8
What a Plodder Learns.....	8
A Steady Pull.....	10
Our New Premiums.....	10
Normal Institutes.....	10
By the Day or by the Job.....	11
A Practical Education.....	11
About So.....	11
All True.....	11
Still They Come.....	11
Educational Intelligence.....	13
New Plan for a District School-house.....	13
Tools to Work With.....	13
OUR YOUNG FOLK'S DEPARTMENT:	
The Microscope in School Government.....	14
Letter to the Young Folks.....	14
Well Done.....	14
Our Play-ground: Enigma, Problem, Charades, Answers, etc.....	14
Book Notices.....	15
New Books.....	15
Our Railroads.....	16
The Great Fair.....	16
It Can be Done.....	16
Special Notices.....	16

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NEW LIGHT ON PRIMEVAL TIMES

BY L. W. HART.

"The past and present here unite
Beneath Time's flowing tide,
Like footprints hidden by a brook,
But seen on either side."

—Longfellow.

IT is pleasant to travel amid lovely landscapes; it is still pleasanter to reach a height, like a hill-top or a mountain top, that commands a wide view of the lovely scenery through which we have been leisurely journeying. Much the same kind of enjoyment is given us when we read the tales of travelers, and follow the routes of tourists, as they portray the scenes where they have roved. When the traveler is a scholar, also, and, at every attractive place, has his stories and incidents to relate in clear and charming style, our delight is not merely picturesque, but most instructive and intellectual. It is "sensation" inspired by good cause. Sensation with as good substance and backing in it as there is in the wholesome use of the muscles in labor that tasks, but does not over-tax them, leaving the whole body stronger and happier for its thorough exercise and vivid glow.

A fertile and luminous imagination is needed for historical research and recital. Imagination, hand in hand with accurate judgment, must inspire the record with life, must clothe the dry bones with flesh and blood, with comeliness and power. Headley, Macaulay, and Motley, are examples of fervid imagination, picturing the scenes of history as if in a gorgeous panorama. The figures are clear; the colorings are brilliant; the movements are electric; the courts, the camps, the armies, the battles of other days seem real in these word-paintings. Everybody loves such pictures. Scott's Novels are more a source of historical impressions than Hume's History, for two reasons, viz.: first, because they attract so many more readers; secondly, because "the great Magician of the North" not only addresses our reason, judgment, and memory, but by his vivid and all-enlightening imagination, fills our own with the same splendid imagery whenever we retrace his pages. Longfellow's *Evangeline* shines with a clear but saddening light. Homer's *Iliad* abounds in descriptive scenes where shepherd, sailor, soldier, farmer, mother and babe, king and priest, war-frays, whirlwinds, and sea-storms are marshalled before the reader in simple and natural power.—(See Lord Derby's translation.)

If a history is thus vivid and life-like, it is readable, and deserves a warm welcome. If we wish to stamp a book as not readable, we call it a text-book, manual, compend or digest, which to keep in hand or to digest is apt to cost very severe and long study.

Abbott's stories of great characters are valuable, beguiling many readers into a love of biography that often ripens, at last, into a mature taste for history. As for "good, solid books," the book-publishers know too well, from scanty sales, that *solid* often is equivalent to *heavy* as dough. What is wanted by most readers is the cream of the story, and in available form. Most readers, even with thoroughly educated minds, do not intend or wish, for they can ill afford, to ponder two or three years over the reign of one king, or the exhumed ruins of one inland town, like Kilimandjaro's Peak.

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For one Rawlinson that will spend ten or fifteen years in the exhaustive study of the Five Nations—the Ancient Monarchies—Chaldaea, Assyria, Babylon, Media, Persia; and for one Livingstone who will spend as much time in exploring the vast mysteries of Central Africa, there are a million of readers who merely want to know, in few and strong statements, what it all amounts to, as far as we are concerned. In stoical vein, the Arab Sheik responded to Layard, in regard to the excavations and inventions of Europeans, with his immovable tranquillity of fatalism: "What matters it whether one star spinneth about some other star?" We want it boiled down, not dried up.

Such a work is done, just done, and done for the first time since the works of the most profound modern archaeologists and linguists, taken conjointly, furnished the materials; done, too, in a style of English and a manner of using ample resources that has not been equalled, as far as we know, if even attempted, here or abroad, with a similar audience or constituency in view.

The book in which history is thus vividly and powerfully sketched and painted to the life—if in miniature the effect of a life-size portrait can be given—has just been published by Wilson & Hinkle, Cincinnati and New York. *A Manual of Ancient History*, by M. E. Thalheimer. It is, rather, a colored daguerreotype, accurate and brilliant in every feature. It sums up many books, and the fruits of vast scholarship—the scholarship of the past twenty-five

years in England, Germany, and France—in an elegant volume, rather thin for its height, of some 360 pages. It is most fascinating. It is much easier to read than to close. It would suit fact-mongers exactly, if it were only more statistical. It conjures the old races up before us, the gods, the worship, the priests, the temples; the kings, the stately palaces, the courtier train, the splendors of the armed hosts; the State, its natural resources, its industrial pursuits, the household customs, the details that unveil the long-hidden past. All is novelty intermingling with much of old familiar knowledge. We read in the daylight now, and no longer in the nebulous twilight. It seems now less like antiquity, even amid the ruins of Sargon's palace at Khorsabad; or in the Labyrinth at Faicom, which Herodotus, the father of history, saw with its three thousand rooms; or beside the spot on the hill at Abydos where Xerxes on his white marble throne, "surveyed the countless multitudes which thronged the plain, and the myriads of sails that studded the Hellespont." Pardon yet a few words of quotation, or accept them in preference to comment. "Early the next morning perfumes were burnt and myrtle boughs were strewn upon the bridges, while the army awaited in silence the rising of the sun. When it appeared, Xerxes, with head uncovered—excelling, not only in rank, but in strength, stature, and beauty, all his host—poured a libation into the sea, praying, meanwhile with his face toward the rising orb, that no disaster might befall his arms until he had penetrated to the uttermost boundaries of Europe. Having prayed, he cast the golden cup and a Persian cimeter into the sea, and gave a signal for the army to march." The charm and fascination of this so-called Manual never ceases even in the most dreary deserts which the author traverses. This and the new volume, *Medieval and Modern History*, which is already well under way, must prove "the pioneer of a new dispensation," sweeping away all books that are mere scraps and shreds, like the contents of a rag-bag, or hard-hammered links of fact and date, name and place—mortuary rolls, assorted as nicely as the iron castings in a hardware store. History is not all catechism nor all mathematics.

The very places for this superb array of many volumes in one—this manual—are, first, all high schools where ancient history is studied; next, all colleges and universities where Tytler's, or a similar work, is used to tor-

ture innocent students, as dried apples would tantalize the children who are reared amid orchard trees of Early Bough, Red Astrachan, Pippin, and Greening. Thirdly, these books will be just what thoughtful readers will want as a guide to wider and deeper studies, by the lists of histories, stories, poems, dramas, and collections of engravings that are given at the close of the book; and will, also, use as a means of review, to impress it concisely, by its recapitulations and examination—questions, either at once or after some interval. Fourthly, it will exactly meet the wants of many a business man who wishes some work as an authority and to read through once in course, and afterwards as his scanty leisure permits, occasionally, to read afresh its favorite passages, or single characters as they can be found readily by the index at the end. No library of 250 volumes can find a better book on the topic. No habitual reader of ancient history can fail to enjoy and profit very much by the perusal of this, and by comparing it both with the Rollin's and Mavor's, or with the dry little compends that have been so long the choke-cherries of school children and the sawdust of collegians.

As Reginald Heber ought never to have written anything but hymns, as far as the delight and the good of posterity are concerned, so the author of this most exact yet graceful, this laborious yet imaginative array of the Asiatic Nations, and the African; the Grecian States and Colonies with the fortunes of civil liberty; the Macedonian Empire, its growth and dismemberment; and of the various aspects of Roman life from its earliest constitution, the characteristic portraits of its factions and their leaders until Julius Cæsar rises to the rank of a god among the nation, and onward through its disorders, broils, and wars to the fall of the Western Roman Empire, ought to write nothing but history, blending its wildest romance with the wisest lessons. Our nation may wisely profit by the example of others in religion, education, property, labor, the rights of women, revenue, corruption, foreign alliances, internal feuds, old as the world in substance, but always new in personal experience. Young America may well sit at the feet of majestic Eld.

THE Librarian of the Cincinnati Public Library, in his last report, pronounces in favor of opening on Sundays. The plan has been on trial some sixteen months, and on one Sabbath no less than 1,801 books and periodicals were issued. During the afternoon and evening every seat has been occupied, the room being even uncomfortably well-filled, and many of the readers being, so says the librarian, of that class of young men whose habit it has been to stroll the streets on the Sabbath, spending their time in unprofitable amusements. The deportment of those present has been unexceptionable, the rooms being still and orderly, when the books called for have included many religious works, and have been at least instructive in nearly every case.

PUBLIC vs. PRIVATE SCHOOLS.

[Our columns are always open to well-written and temperate articles upon any question which concerns practically any living educational issue. It is not material that the writer's convictions should agree with our own. Nothing is lost, everything is gained by free discussion. The writer of the following article makes an inference from our language that is scarcely tenable. In all other respects we prefer to leave him to the thoughtful criticism of our readers. —Ed.]

EDITOR American Journal of Education: From a late issue I wish to make a short extract, which, with your permission, I propose to make the text for a brief article. After quoting from Bishop Marvin's letter to the *Christian Advocate*, written from Corpus Christi, Texas, in which he speaks of a school started there under the auspices of the Methodists, and which he says had been broken up by the public school system, you say "it (the public school system,) will educate better and cheaper than the private schools here as elsewhere." If I understand the logical import of your language, it is that all efforts to establish private schools here in Missouri are unwise—so much misdirected zeal, and an improper expenditure of means—since the work of education can be done much better and more cheaply through the public school system.

This being admitted, it would follow that the means, the individual enterprise and liberality now being put forth in behalf of private schools ought to be diverted from this channel and made to flow in the one which you suggest. But are we prepared to admit so broad and sweeping a conclusion as this? I think not. It seems to me that such assertions, instead of serving the cause of popular education, injure it. You would make it appear, by such remarks, that there is an antagonism between public and private schools. I believe that the true theory of American education embraces both the public and private system of education. This theory demands that the state shall place within the reach of all classes the means of an elementary education, and also that schools and colleges of science and literature shall be established throughout the country in which those who have the time and inclination can acquire a scientific, classical and liberal education. This, I presume, you will admit, so that the only question between us, if any, is whether these high schools and colleges should be established by the state, or by individual enterprise.

It is too late in the day for us now to begin the discussion of such a question here in America. From the very beginning of our national life, this question found a practical solution through that self-reliant spirit peculiar to Americans which prompted them to go to work and help themselves in educational matters and not wait for the Government to do all the work for them.

One of the distinguishing features of the American character is its individualism; a disposition to go forward and provide for itself through

its own ways and methods of working, without waiting for help through State aid and patronage. In the old civilizations the individual was nothing, and the State every thing. Hence, the great mass of the people were helpless and unenterprising, because they were constantly kept in a state of tutelage, and taught to depend on the all embracing and overshadowing State for every thing. But here in America, where the free spirit of mankind has thrown off its last fetter, our pride and glory is the self-reliant and individual enterprise which characterizes the private citizen. He feels that he has not been made for the State, but the State for him. No where in our national life has this spirit more fully manifested itself than in educational enterprise.

As bearing immediately on this subject, I will quote the words of Mr. Hippeau, a learned Frenchman, who was sent by his government to the U. S., in 1869, for the purpose of making a careful study of the American idea of education. He says; "What impresses me most strongly as the result of this study of public instruction in the United States is the admirable power of private enterprise in a country where the citizens early adopted the habit of foreseeing their own wants for themselves; of meeting together and acting in concert; of combining their means of action; of determining the amount of pecuniary contribution which they will impose upon themselves, and of regulating its use; and finally, of choosing administrators who shall render them an account of the resources placed at their disposal, and of the use which they may make of their authority. The marvelous progress made in the United States during the last twenty years would have been impossible if the national life, instead of being manifested on all points of the surface, had been concentrated in a Capital, under the pressure of a strongly organized administration, which, holding the people under constant tutelage, wholly relieved them from the care of thinking and acting by themselves and for themselves. Will France enter upon that path of decentralization which will infallibly result in giving a scope, now unknown, to all her vital forces, and to the admirable resources which she professes? In what especially concerns public instruction, shall we see her multiplying, as in America, those free associations, those generous donations, which will enable us to place public instruction on the broadest foundation, and to revive in our provinces the old universities that will become more flourishing as the citizens shall interest themselves directly in their progress?"

To the same effect speaks Mill in his review of "*The Positive Philosophy of Comte*." He says "That all education should be in the hands of a centralized authority, and be consequently all framed on the same

model, and directed to the perpetuation of the same type, is a state of things, which, instead of becoming more acceptable, will assuredly be more repugnant to mankind, with every step of their progress in the unfettered exercise of their highest faculties."

Hence, to place the whole work of education in the hands of the State, and look to it alone to carry out and perfect a system of education, would tend to suppress this free and spontaneous American spirit which now manifests itself on so large a scale in individual and private educational enterprise.

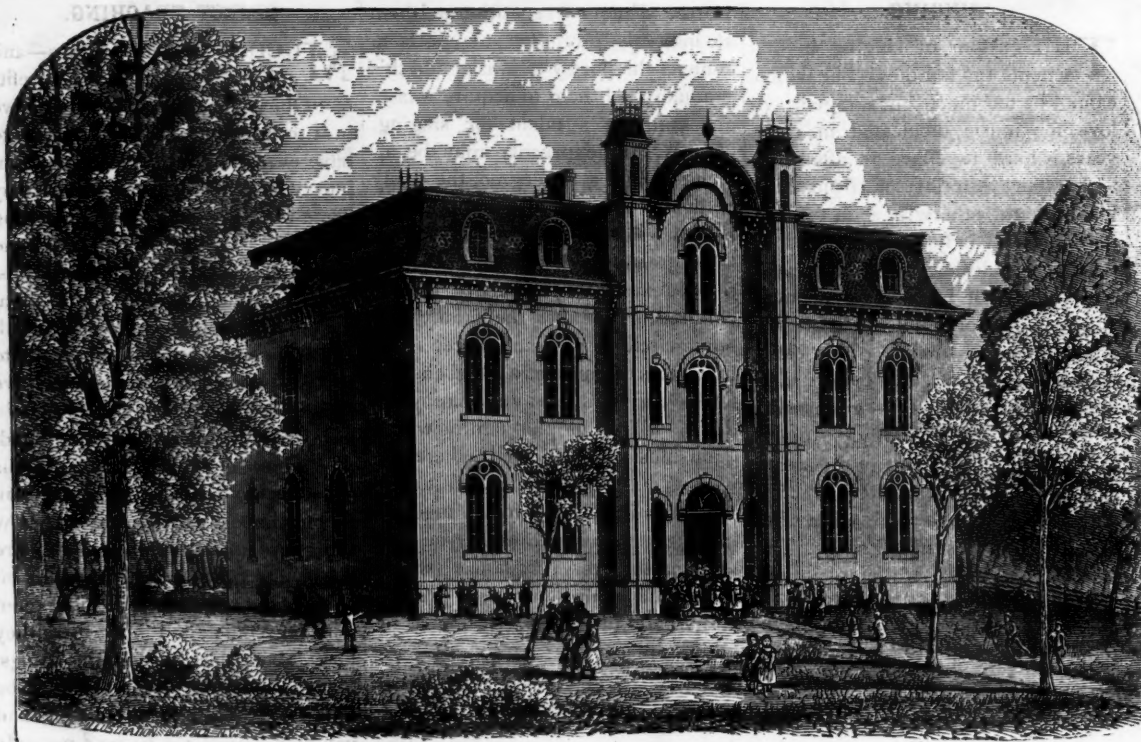
Such is not the tendency of the age. Our educational system when fully developed, and made to stand out in rounded symmetry, will be found, we think, to have been wrought out by two forces, working harmoniously together. These two forces are the State and private enterprise. The education sphere truly assigned to the State is to place at the public cost the means of a common education within the reach of all. The great law of self-preservation gives the State the right to do this, especially in a Republic, like ours, whose only guarantee of perpetuity is universal intelligence and morality. At the point where the State stops, private enterprise and liberality should begin. Through high schools and colleges, reared up by the voluntary liberality of the citizen, the work of education begun by the State can be supplemented and completed.

Hence the public school system and private schools are not antagonistic. If they appear to be so, it is because of the false arguments and erroneous trains of thought into which the advocates on both sides sometimes fall, when under the influence of an illy tempered zeal. This question is still in an inchoate state, if we are to judge by the conflicting views of our leading educators. Mr. W. T. Harris in the last National Educational Convention started the question, "How far may the State provide for the education of her children at public cost?" But instead of answering this question, he gave us a learned dissertation on Man as a two-fold and *reflected* being. Mr. Bateman gives forth no uncertain sound. He says, "I believe that an American State may, and should, supplement the district school with the high school, and the high school with the university, all at the public cost." Quite different, Prof. Ralph, of Chicago, who said, "He was opposed to the tendency to look to the government to carry out a system of education."

J. M. LONG,

CHILLICOTHE, Mo.

PETROLEUM has been successfully applied in St. Louis to the refining of crude cast-iron and its conversion into bar and malleable iron. Common Iron Mountain Pig-iron is said to have been converted into the best flange boiler iron by a single application of the liquid fuel in the puddling furnace.



PUBLIC FREE SCHOOL, CARTHAGE, MO.

THE above cut represents the beautiful Public School Building of Carthage, Mo. It is the aim and determination of the gentlemen comprising the Board of Education, to make this school, in all respects, a first-class institution for instruction in the common and higher English branches, at the same time that it will afford such facilities in the study of the Classics and the modern languages, as are consistent with the general interests of the School. This elegant building is capable of accommodating 600 scholars, and the Board have employed a full

corps of competent Professors and teachers.

Carthage, the county seat of Jasper County, is located on the line of the M. C. & N. W. R. R., is a healthy and pleasant town of over 3,000 inhabitants. It contains four churches, a large number of business houses, and an enterprising and intelligent population.

Arrangements can be made to secure boarding on as reasonable terms as at similar institutions.

Non-residents wishing to attend the school will make application to the Principal, Prof. Dickey.

EMERSON'S CONVERSATIONS.

A VENERABLE gentleman, well preserved, elegant in manner, takes his seat upon the platform of a cosy and comfortable hall at three o'clock on a Monday afternoon, when the rush and roar of business in practical Boston is at its height, and, gently arranging his papers before him, looks serenely around upon the large audience gathered to receive him. It is the *causerie* which he has undertaken—the familiar and delicate enunciation of his ideas in the form invented by our sprightly yet thoughtful French friends—and the ladies throng to hear him in greater numbers even than when he appears in the attitude of the lecturer. A red curtain hangs behind him, setting off in sharp relief the keen and noble outline of his features—the head thrown forward with the poise of daring assertion—and the face now animated with all the warmth and enthusiasm of a genuine poetic admiration, now saddened and reserved with the diffidence of the habitual student and the man of reverie. Side-lights from each wing of the stage throw a sharp light upon the ample manuscript on the reading-desk, for the philosopher and poet is now rapidly nearing seventy years of age, and the fatigues of the lecture-room are easier felt than thirty years ago. Yet the same consummate magnetism lingers around and upon every word and phrase; there is the same thrilling earnestness of antithesis, the same delight and gloating over poetry and excellence of expression as of old. There is no other man in America who can, by the mere force of what he says, enthrall and dominate an audience. Breathless attention is given, although now and then his voice falls away, so that those seated farthest off have to strain every nerve to catch the words. The grand con-

densation, the unfaltering and almost-cynical brevity of expression are at first startling and vexatious; but presently one yields to the charm, and finds his mind in the proper assenting mood.

The conversations attract more women than men, but they are of the more intellectual and reflective class of our New England women, who find in the intensity and wonderful precision of Mr. Emerson's mind something inexpressibly pleasing. Nor are they blind worshipers merely at a shrine before which they kneel in wonder; but this large majority appreciate and enjoy to the uttermost the continual unrelenting surging of thought thrust upon them.

Mr. Emerson's plea to the "pestilent reporter" haunts our mind, and forbids us to instance, from the rich *causeries* of last Monday and of yesterday, the effects upon the audience. Mr. Emerson is greeted by a class of people who are rarely seen to-

gether on any other public occasion in Boston. Aside from the large number of professed admirers and disciples, and the literati, who are present each time that he speaks or reads in Boston or vicinity, the men who go to hear him are mainly of the desire-to-be-dazzled and shocked order, who seem disagreeably surprised when they do comprehend what he says. Mr. Emerson's terse and vivid sentences cling in the memory, and will not be effaced.

The conversation of yesterday afternoon gave an hundred ideas upon poetry, and his relations of nature to man, which will be henceforth grafted inseparably upon the common mind. The emphatic New Englander listens, incredulously at first, but finishes by saying, "That's so!" Ideals and heretofore far remote abstractions are brought down to the sphere of daily life—admirably illustrated—made plain, and tethered where even the humblest can appreciate them as realities. And in all cases it seems to the listener as if the phrases uttered were sculptured in the thought of the speaker—as if they had been so from the beginning and could never be otherwise.

The loving tenderness with which Emerson lingers over a fine and thoroughly expressive phrase is beyond description. It thrills the whole audience—arrests universal attention. The sacredness of the printed word is interpreted in a new and wondrous light. There is the same passionate adoration displayed over a fine line from a sonnet—or lavished upon one of Thoreau's quaint conceits—which Ingres bestowed upon a specimen of pure drawing. The innate and inexhaustible love of beauty, softening and permeating every utterance, infusing its delicate glow and its delicious harmony into each idea, and investing abstractions with the charms of real and vivid being, triumphs over diffidence and age, gives to the austere and unworldly philosopher the bloom and enthusiasm of the lover and the poet, and makes an afternoon attendance upon the conversations of Ralph Waldo Emerson an oasis in the desert of practicability, where sweetest refreshment is obtained.—*Exchange.*

Educational Progress on the Pacific Coast.

THE Oregon State Teachers' Institute met in August, at Eugene City, and a profitable session was the result. As an example of practical efficient action unusual in similar bodies, we commend the following resolutions introduced by Rev. T. L. Eliot (formerly of St. Louis), County Superintendent for Portland, Oregon:

Resolved, That in the judgment of the Oregon State Teachers' Institute, in view of the present state of public opinion, it is not expedient to ask for a new school law, which will embody all the features of a system of public instruction, but that the Legislature of the State be asked for a few prominent changes in the present law, viz:

1. That the election of a State Superintendent of Public Instruction be provided for by law, defining the duties of the same; and that one be chosen to fill the office until the next general election.
2. That a State Board of Education be constituted to co-operate with the Superintendent in adopting a uniform system of examination of teachers.
3. That the attendance, as far as possible, of children, of proper age, at some school, for at least three months in the year, be required by law.
4. That the State school tax be not less than four mills on the dollar.

The resolutions were adopted, and if the legislature follows the suggestions there will be an excellent system of schools in Oregon at no distant date. It is too often the case that committees chosen from teachers' associations to suggest amend-

ments to the State law on education, make such exorbitant demands that they hinder rather than aid the friends of schools in the legislature.

Make the Recitation Rooms Attractive

THE time was when, in general, children were driven to school, while they dreaded it as an unwelcome confinement: but now the popular idea is to make the school room so attractive in every respect that they will delight to be there. To accomplish this most desirable result, it may be suggested that we, in plans, methods and practices, suit, please and amuse the children, gratify their curiosity, give short and frequent tasks proportioned to their physical strength and intellectual appetite; keep them busy, but avoid weariness and disgust; take walks to pleasant and profitable retreats; have interesting and amusing lectures, songs and choruses; dialogues interspersed on declamation days; let nature be imitated, and child-nature conformed to; cultivate and encourage in them a love of knowledge, usefulness, industry and goodness; calisthenic exercises for their bodies and limbs, and object lessons for their senses in great variety; always trying to have something new and entertaining; comfortable furniture, pleasant rooms, mottoes and pictures; social, friendly and kind intercourse out of school and in.—*Harkness' Normal Principles.*

FROM THE STARS.

IT seems impossible to place limits to the range of human discovery. "There is nothing hidden that shall not be revealed;" but we need not wait for the day of judgment to find ourselves startled by revelations which a few years ago were deemed the fathomless secrets of omnipotence.

The science of astronomy has till within a year or two confined its researches to the solar system, a very narrow space compared with the illimitable heavens. Spectrum analysis, however, has enabled the chemist rather than the astronomer to tell us the nature of the stars and the elements of which they are composed. But most wonderful of all is the discovery of Dr. Huggins, an English observer, that the displacement of dark lines in the spectrum is due to a motion of the star from which the ray proceeds. The astonishing result is, that while the distance of the stars and their motion in a plane perpendicular to our line of vision is, save in one or two instances, indeterminable, yet their motion towards or from the earth can be ascertained and actually measured. Thus it appears that Arcturus is approaching us at the rate of fifty miles a second, while Sirius is receding from us at the rate of about twenty miles per second.

This discovery opens a magnificent field for astronomical observation, and lays the foundation for a system of stellar astronomy which a few years ago was thought impossible.

Second District Normal School.

THE Warrensb'g Normal School, under its new management, has already opened, with an attendance of over eighty pupils. The new building is approaching completion rapidly, and will be an ornament to the town. Profs. Johnnot and Cheney, Miss Dickerman and Miss Maltby, are second to none in Normal school work, and their connection with this school is the best guarantee of its success. The citizens now have entire confidence in its management, and are giving it their earnest hearty support. The location of the school is unsurpassed for healthfulness and beauty. Situated on the central thoroughfare of this State, the Missouri Pacific railway, and sixty miles from Kansas City, it is easy of access from all parts of the State. Students coming to Warrensburg will find themselves surrounded by an atmosphere of intelligence and cordiality, and the generous hearted people of this young and growing city of five thousand inhabitants will spare no pains to introduce young ladies and gentlemen attending the school, to pleasant homes and agreeable society.

Wise men make more opportunities than they find.

SINGING.

THE custom of singing in our schools and families is one which cannot be too much encouraged. A love for music inculcated in early years is hard to efface in after life, and often restrains us from that which might otherwise gain the upper hand. A lady recently said that, when a very little girl, she had learned hundreds of hymns and poetical effusions—not of childish, but of pure and elevated character. This early discipline, she says, has been a safeguard to her all her life—a preservation against sin and folly. Among the families of Germany in years ago, it was a common practice with the parents to teach their children hymns and spiritual songs. The children had thus useful employment afforded them to fill up the time which otherwise might have been spent in idleness, if not in something

worse. Frequent repetitions of them at intervals prompted to efforts to connect the poetry to music, and this gradually led them to acquire a taste and cultivate a talent for singing. To this simple practice may be attributed, in a great degree, the finely cultivated musical talent of the German people. Singing in the family adds greatly to the interest of devotional exercises, especially among children. It makes the family and home circle a pleasant place. The influences of music of a social character have always been very happy indeed. Show us the family where good music is cultivated, where the parents and children are accustomed often to mingle their voices together in song, and we will show you one, in almost every instance, where peace, harmony and love prevail, and where the great vices have no abiding place.

OBJECT TEACHING.

MUCH is said now-a-days—and well said, too—of the benefits of "Object Teaching." We believe in it so much that we should like to have every teacher and every parent into whose hands this paper may come take any one of our advertising columns, read it over carefully, and then commence and tell their pupils, or their children, all they know about the things which are there mentioned, and if they do not very soon come to realize the necessity of more positive knowledge on a large variety of subjects we shall be happily disappointed.

We hope our teachers will try this experiment; and that the pupils in all our schools will ask, not only how things are made, but where they are made, and how they can be obtained at the least cost. It will show them both how much and how little they know about the most familiar things.

Our advertising columns will be found to be a very interesting and valuable part of the paper; not only for the direct information they convey, but for the stimulus they will give to inquiry, and the incentive they will furnish to study for the want of information with which to answer the questions started.

These advertising columns will show us, too, how dependent we are upon each other for the necessities and comforts of life, and how important a knowledge of geography, and arithmetic, and history, come to be to transact business, and how commerce is waiting upon and serving all. How many brains contrive, and how many hands toil; how many ships sail, and how many cars run—to bring to every household the food we eat, the clothes we wear, and the shelter which protects us.

We say, if parents will read one of our advertising columns to their children, or if our teachers will read them to their pupils, and they do not find it leading them out into new relations, new investigations, into wider sympathies, thus inducing a broader, fuller culture, they lack the intelligence we have given them the credit of possessing.

We think it would be well for our subscribers not only to remember that we give sixteen columns of extra matter in this issue, but that we are constantly doing this; so that they get in the course of the year almost as much again as we agreed to give them when they subscribed. Please call the attention of your friends to this fact also, when you get that other subscriber to secure the "Pocket Dictionary," which we send post-paid for two subscribers.

EVERY iron rail on a north and south railroad, so far as I have been able to examine, is a perfect magnet, the north end attracting the south pole and the south end the north pole of a magnetic needle. So also in a T rail on such a railroad the lower flange attracts the south, and the upper flange the north pole of a needle.



A BEAUTIFUL RESIDENCE.

WE present the cut of a beautiful, light, airy, roomy cottage residence, built for O. A. Grubb, Esq., of Kirkwood, Mo. Our people begin to realize that it pays to employ a good architect; that they economise money, time, and space, and secure altogether better work; because he will see that it is done according to well-drawn plans and specifications.

The architect should be consulted, too, as to the location of the building he designs, and draw his plans, not only with reference to the cost, but to its location as well.

In erecting small buildings, even, either public or private, money will be saved, and a more substantial and elegant structure will be secured, by having everything done according to well-drawn plans and specifications.

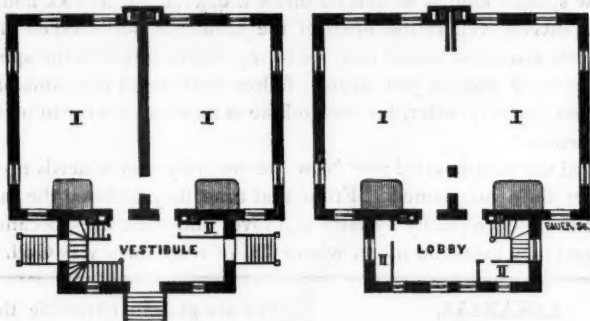
Above all things we should "make our homes attractive," outside as well as inside.

We will send *The American Journal of Education*, price \$1.50, and *The Illustrated Journal of Agriculture*, price \$1.50, to any address one year for \$2.00. The *Illustrated Journal of Agriculture* is one of the very best papers of its class in the country, and the *American Journal of Education* is—well, send along the names and see for yourselves.

ELDRIDGE & BRO. say that any school superintendent who has not examined Hart's "First Lessons in Composition," will be furnished with a copy for examination without charge, by making application to them, No. 17 North Seventh street, Philadelphia, Pa. Superintendents corresponding with them are requested to send a copy of the circular or report of their schools.



ELEVATION OF GRAVOIS SCHOOL-HOUSE.



GROUND PLAN.

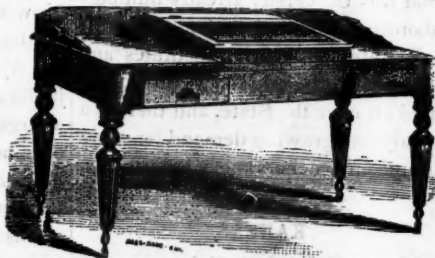
THE GRAVOIS SCHOOL-HOUSE.

THIS is a two-story building, having 53 feet front by 33 feet deep, with a projection in front of 14 feet by 33 feet, in which are the wardrobes and stairways leading to the second story.

The house contains four rooms, 25 feet by 30 feet each. The sliding partitions in the second story can be used to throw the two rooms together.

The cut of the Teacher's Desk shows the style which is used most.

The combination Desks and seats are also used in this building.



Discount and Premium.

It is a matter of surprise to observe how few understand the difference between discount and premium. We often see persons advertising to sell at 100 per cent. below cost. They really mean 50 per cent. If you purchase an article at 50 cents, and sell for \$1.00, you double your money and make 100 per cent. If you buy for \$1.00 and sell for 50 cents, you only lose half, which is 50 per cent. The following table will show the difference between discount and interest, from one per cent. up to fifty per cent.:

Per ct. Dis.	Per ct. Prem.	Per ct. Dis.	Per ct. Prem.	Per ct. Dis.	Per ct. Prem.
1	1.01	13	14.94	39	47.06
2	1.53	14	16.28	40	49.25
3	2.04	15	17.65	41	51.51
4	2.56	16	19.05	42	53.85
5	3.09	17	20.48	43	56.25
6	3.61	18	21.95	44	58.73
7	4.16	19	23.46	45	61.30
8	4.71	20	25.00	46	63.93
9	5.26	21	26.58	47	66.60
10	5.80	22	28.21	48	69.40
11	6.36	23	29.87	49	72.41
12	6.93	24	31.58	50	75.44
13	7.53	25	33.34		
14	8.11	26	35.14		
15	8.70	27	36.99		
16	9.30	28	38.89		
17	9.91	29	40.85		
18	10.54	30	42.86		
19	11.18	31	44.93		
20	11.83				
21	12.50				
22	13.18				
23	13.88				
24	14.59				

NORMAL SCHOOLS.

WE are very glad to publish the following letter:

OFFICE STATE Supt. PUB. SCHOOLS, }
JEFFERSON CITY, Mo., 1872. }

To County Superintendents:

Your especial attention is called to the interests of our Normal schools. Each county in the State ought to keep constantly in a course of training, at one or the other of these schools, several promising young ladies and gentlemen. These should be encouraged to return to their respective counties with increased fitness for the work of teaching, and thus distribute a new life to all the schools in the State.

I would recommend to county Superintendents to honor the Normal diploma by granting to its possessor a certificate without examination. No person is permitted to hold a diploma by granting to its possessor a certificate without examination. No person is permitted to hold a diploma who has not passed a satisfactory examination before the Regents.

Catalogues are sent to you for distribution. Please place them in good hands, and do every thing in your power to encourage the largest attendance upon the training schools. Additional copies of the Catalogue will be sent you on application to the Principals, or to this office.

JOHN MONTEITH, State Supt.

THE CURSE OF TYRANNY.

"The race or tribe
That willingly accepts a tyrant's chain,
Content to take his word for law, content
To merge the general reason and the sense
Of common life and free-born patriotism,
Of common wealth and common law, and all
That banded free-men cherish and defend,
In craven admiration of his power,
Or skill, or knowledge, genius, yea, or wish
To serve his country,—this same race is lost.
The warrant for its death hath been made out
In the high court of God; and it shall die
And rot into the dust. Be the pretense
More shining than Sidonian blazens,—
Call it obedience, order, due respect
For that which is above you,—what you will;—
Be the bribe carried in the tyrant's hand
Desirable beyond all utterance,—
Security for property and life,
Peace in the city, plenty in the store,
And empire over half a world,—no less
He who shall cast a stain on liberty,
Or palliate the rule of one sole will
O'er any nation imaging the God
Whose children are the common brood of men,
Is traitor to his kind, and poisoner
Of the living wells where drinks the soul of man."

DISTRICT CONVENTIONS.

NO enterprise of any magnitude can hope to succeed except through systematic and persistent effort. Public education has of late assumed such proportions as to call into active operation so many, and in some instances such diverse interests, that it no longer is of individual or local importance, but it involves matters of such vast moment that none can afford to remain indifferent to its success or failure. This is no class interest: the interests of all classes are involved. Our schools all through the West and South, need the support of all good citizens, interested in the healthy growth of our varied industries.

Efforts are being made to arouse this interest among all classes by means of District Educational Conventions. Those hitherto held have been well attended by citizens and teachers, and the results thus far are beyond anything anticipated. One year ago one was held at Fredericktown, which gave an impetus to school interests all over the state. Another at Springfield, participated in by many of the most prominent citizens in the south-west, has borne good fruit and created a demand for another in that district, which has just been held at Peirce City. Actively engaged in the exercises of this convention may be named, among others, John Monteith, State Supt., Jas. Johannot, Principal of the Normal School at Warrensburg, Dr. Tefft of Springfield, Mrs. A. E. Cochran of Springfield, and many of the citizens of Peirce City. The attendance was large and the exercises interesting and profitable. The hospitality of the citizens of Peirce City was all that could be wished, and contributed very much to the success of the convention, as this assurance drew out many whose limited means would otherwise have kept them at home.

One at Kirkwood and one at Palmyra complete the list for the past year.

Two more—one at Charleston, southeast Missouri—and one at St. Joseph, are to be held this fall.

Other States are doing much of the

same kind of auxiliary to the main school work in their several localities.

This movement is certainly the key-note to the final success of our public school system. No one will question the potency of public sentiment in promoting or retarding, as the case may be, these great school interests, sustained as they must be at public cost, and hence touching the selfish side of man's nature.

The advantages accruing to the State, if not directly to the individual, are many and patent. But we need a largeness of view not possessed by many, in order to carry forward to a successful issue, an enterprise whose great and grand results are not the growth of a single day, but the growth of centuries.

DIVISION OF LABOR.

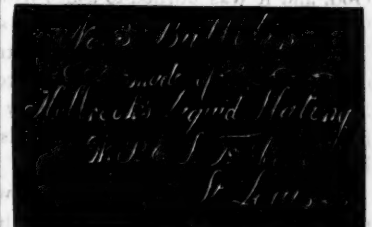
A FEW years ago every part of the wood-work in a building was worked out by hand by the builder and his carpenters. At present there is scarcely any part of the inside or outside work in a frame building that is not manufactured by machinery. The result is better work, and greater economy in time and labor.



We present herewith a cut of a pew end. These are manufactured in every style and every degree of expensiveness. All cheaper than the same grade of work can be made at the bench.

BLACKBOARDS.

THESE are among the essentials in every school. They are also of great practical value and interest in every home, instructing, amusing, and interesting the children largely.



They are made of paper, and can be rolled up and put out of the way after the lessons in arithmetic, grammar, geography, or drawing, have been explained by the parent in the evening.

We are quite sure if the children were thus aided by their parents an hour or two each evening at home, both would be greatly benefitted, and home would be the most attractive place in the world to the children.

A READING LESSON.

SUBJECT: THE CHILDREN OF NATURE.

(From the German of Krummacker.)

ON a plain, shut in by mountains, in the land of Asia, lived a little community in simplicity and with few wants. Long ago, one family had fled thither from the persecutions of the tyrants of the earth. The father died soon after his coming, and left in the wilderness a few lisping children; from these descended this little people.

2. They knew few forms of speech, but a tradition had remained to them that there was an all-powerful being, called God. Where this being was, and of what form, and how he acted, they knew not; so they honored the mountain stream that flowed through the vale, as their God, for they drank from its wave; and the stream was the only water of the valley, and roared fearfully.

3. Suddenly the snow from the mountain tops swelled the river, so that it filled the vale, and swept away men and houses. Then the people trembled before their God, and said—"He is angry with us. Up! let us sacrifice our dearest to him when his wrath rises again."

4. So they spake, and resolved, when the stream should overflow, to throw their youngest children into its waves to appease it; the fathers and mothers wept and awaited the day of the offering. So superstition crushed the tenderest feelings of their hearts.

5. The day of sacrifice came; the weeping parents brought their children; then came to them a stranger, whom they called Maho, that is, the Son of the Sea, and said—"Would you fly from bad to worse? Control the stream." But the people were affrighted and fell back; many said—"He blasphemes God."

6. The stranger bore a lyre in his hand; he struck the chords and sang; then the people gathered about him, and, in joyful dances, followed the tones of his lyre into the mountain; here they tore up rocks, and made dykes about the stream. The mountain snows melted, the waters rose, but they roared shut up within their walls. Men were astonished, and cried—"The Son of the Sea is God!" But he smiled and said—"Then are you all God; for have you not conquered the stream by your own might? You know not your power; try and use what lies in you, then will you begin to know God."

7. "Where does he live?" they asked among themselves. Maho answered them not, but he taught them to till the land and to plant trees; then they saw that the rain and dew from the clouds made the fields fruitful, and sent increase from above; so they said—"There, above, dwells God; the clouds are his tent; he makes the vale fruitful; we will give him of our fruits that he may come down." Then they built an altar upon a mound, and burned the first fruits, and let the smoke rise up for a sweet odor to their God; for they said—"He dwells above, the sky is his house, and the clouds are the curtains to his tent."

8. In the meantime, although they knew so little of God, the valley grew fairer and finer with trees and fruit, and the people were happy in their simplicity; but they longed ardently to see the Unknown, and said to the wise man—"Make us an image, by which we may think of him, since he does not come down." Then Maho smiled, and carved a fine image in the form of a man, and they placed it in a tent, and called the tent the house of God; and they ceased to ask who and where God was, for they called the image God, and set costly food before it, and ate and drank; so they degraded the Highest and themselves.

9. This grieved the stranger, and he stepped forward and said—"See if this be the powerful Unknown!" Then he cast fire into the tent of their God, and it was burned to ashes with the image: and the people cried—"The image is not He!" And they said again, where shall we find him? Then said the stranger—"See, the trees and plants grow and blossom in quiet beauty, and the earth produces of all kinds; for an unseen spirit hovers about, and quickens them by day and night; yet ye know not the face and figure of the spirit that fills mountain and valley, and men and beast."

10. And the people said—"Now we know; his name is Spirit; he moves over the earth, and dwells also in man and beast." But the wise man answered—"Trouble not yourselves about name and form, but be helpful to one another, since one spirit acts in all; then will the Unseen come near to you."

11. Then arose among the people a man of proud and envious mind towards the stranger, who hated him because all honored his wisdom; and him they called Zalmi, that is, the Gloomy, for he separated himself from them with a gloomy look. But suddenly appeared in the valley a monster, which came from afar over the mountains, a shaggy lion, who seized men and beasts, and then returned with bloody mane to his cave. The dwellers in the vale thought it an angry creature from under the earth, and hid themselves in their houses, but the wise man said—"We must meet the monster;" and he led the people towards the mountain.

12. When they drew near to Zalmi's house, he came out and derided Maho, and said to the people—"He will lead you into the jaws of the monster, that he may make you fewer, and rule over you more easily; he stands in league with evil." The wise stranger was silent, but the people were afraid.

13. In the meantime had Zalmi's little son run far from the house, and Zalmi loved the child much; then came the lion from the wood and roared, and the men were frightened and fell back; and the lion ran upon the little boy with open jaws and licked his chops, while Zalmi and the mother of the boy stood at a distance wringing their hands. Then Maho went to meet the raging beast, gave him such a blow on his head that he fell, and strangled him to death; then, faint and blood-stained, he brought the rescued son to his bitter enemy. The father and mother of the boy threw themselves on their faces and wept, and said—"We are not worthy to lift up our eyes before thee."

14. Then came the people, and would worship the conqueror of the lion, and said—"Art thou a mortal, or the Unseen in mortal form, that thou showest such kindness to thine enemy, and despisest thine own life to do good? What is this?" So said the people, but the wise stranger answered—"Children, I am a man like you; a low voice in my heart tells me so to act; such a voice speaks also in your hearts, for you praise my deed more than my strength; and also in the soul of our brother Zalmi, who hated me, has it now spoken loudly, so that he threw himself upon his face and wept; and see, it dwells even in the heart of the child, for it embraced my neck with its little arms and kissed me. See, my beloved, this is the spirit and the voice of the Unseen in your hearts; follow it wherever it commands you; so shall you know it better, for the godlike is nowhere nearer to us than in our own hearts."

15. And the people cried:—"Now we see truly that it needs no dwelling, neither form nor name!" From that time they honored the invisible spirit in childlike simplicity by faith and love, and their eyes became ever clearer; and they asked no more, where and of what form was God.

ARKANSAS.

The State Industrial University at Fayetteville opens this year with an able corps of teachers, of which Prof. N. P. Gates is at the head.

It argues well for the productive and industrial interests of Arkansas that this University already numbers about two hundred students.

County and district Institutes and teachers' conventions are also being held all over the State, and there is a steady and growing demand for more competent teachers and better schools.

KANSAS.

Mr. . Bass, the efficient County Superintendent of Montgomery county, Kansas, says the District Court has decided that the County Treasurer had no right to deduct three per cent. from the County Superintendent's order apportioning school funds.

My orders hereafter will be cashed at their face. The July apportionment is now ready to be paid, and district treasurers will call at my office in person or send a written order for the amount. I am also authorized to state that the county treasurer's receipts for the three per cent. already deducted, signed A. J. Busby, will, when presented, be taken up and the money refunded. District clerks will file their certificates in the manner of tax-payers in their district, at once, as their time has expired, and unless they are filed before the first Monday in September the tax upon personal property is lost; and when bonds have been issued the whole tax must be levied upon the real estate. District clerks also are liable to a fine of not less than fifty dollars for a failure to report.

We are glad to chronicle the success of every measure which enhances the revenue of the school funds.

What a Plodder Learns.

A plodder learns that for \$7, which some would spend foolishly, he can have the use of \$100 a year. How much may sometimes be made by the use of \$100? He learns that for \$70 he can hire \$1,000, and in judicious hands that sum will gain a large percentage. This lesson not only helps the plodder's pocket, but helps his credit. Almost anyone will trust a plodder, and credit is, after all, as good as money. It is astonishing to see what confidence is placed in this class. I knew a plodder in this city who could get credit from one house to an amount more than he was worth. It was character, not capital, that did this. The true plodder is a determined man, and is not discouraged by obstacles. He toils day by day, and what he gets he holds on to. When he has made good one position he goes on to win another, and hence whatever he does is done in a solid manner. In military matters George Washington was a plodder, and hence succeeded. Ben. Franklin was a plodder, and his "Poor Richard's Almanac" was a gathering of plodder's maxims. Franklin's greatness to a large degree consisted in his devotion to the practical instead of the imaginative. It is a mistake to think that genius is limited to sudden outbursts of creative thought. All distinguished writers, thinkers and statesmen achieved greatness by industry as well as gifts. Walter Scott labored arduously with the pen, and so did Bulwer and Dickens. Genius must be taught to plod, or it will accomplish nothing.

Scruggs, Vandervoort & Barney.

THIS house was established in April, 1850, and is now second to none in the country in its energy, enterprise and taste in selecting the splendid stock they offer each season to their customers. Here will be found displayed the richest goods manufactured in both the European and American markets, of every variety of shade and color. They have an immense assortment of choice silks, satins, velvets, cashmere, and lace shawls, merinos, poplins, dresses, suits, cloaks, ribbons, embroidered goods, etc.; also, a department containing everything needed for the trousseau of a bride, or the comfortable requirements of a traveler in any climate, all of the latest styles and fashions; also, a shoe department, where the finest slippers, Congress, polish and button shoes can be found, for ball-room, drawing-room and promenade, all of the finest workmanship and material. Our eighty-thousand readers are cordially invited to call and examine this elegant assortment when in St. Louis.

Miller, Grant & Co.

THIS firm has been established 12 years in St. Louis as a branch of the same firm in New York, well-known during the last quarter of a century, and are direct importers of laces, embroideries, ribbons, trimmings, woolen goods and zephyr worsted; also, have a special line of ladies' French made underwear. They have just opened their fall goods, and a choicer, more elegant stock can be found in no other city.

The Life Association of America.

MANY teachers have it in their power to add materially to their incomes by a little effort to extend the benefits of life insurance among those who are ignorant of, or indifferent to, the protection which this mode of saving secures to the families of those whose labor, either of head or hand, is the sole or principal means of supplying the wants of those dependent upon them. Their opportunities of dispelling this ignorance are, in many respects, exceptionally good. There is here a field in which they might work to their own advantage and the lasting benefit of the communities in which they live.

The company whose name is at the head of this paragraph, was established in 1868, and four years of energetic, yet prudent management, have given it a success absolutely without precedent, and placed it in the foremost rank of life companies.

THE art of saying appropriate words in a kindly way is one that never goes out of fashion, never ceases to please, and is within the reach of the humblest. The teacher who would be successful must cultivate the gift. If it comes hard, pray earnestly over it, just as you would for any other spiritual grace. It is one of your greatest means for doing good.

Scruggs, Vandervoort & Barney, DIRECT IMPORTERS

FROM EUROPE,

WHICH enables them to *Retail* all *Foreign Goods* at wholesale prices. Our importation this fall is even much larger than ever before, embracing in many fabrics the most magnificent assortments ever displayed under the roof of any Western house. Special attention is called to

BLACK SILKS.—In our house will be found every grade, quality and width of all the celebrated manufacturers. We make a specialty of the justly celebrated "PONSON ALHAMBRA SILKS," these being manufactured expressly for us, under our immediate instructions, are guaranteed heavier and superior in every respect to any silk sold as "Ponson's." *Ask to see the name woven on the end of each piece.*

COLORED SILKS.—These we have in wonderful variety, embracing every new shade and tint, among which will be found some of the most exquisitely beautiful colors ever produced by the manufacturers, and at prices defying successful competition. We have never exhibited so attractive or extensive a stock.

DRESS GOODS.—One-fourth of the first floor of our large establishment is devoted to the display and sale of Dress Goods. In SATINES, CASHMERES, DRAP DE DAMES, DIAGONALS, SERGES, MERINOES, and of FANCY DRESS GOODS, we this season surpass even all of our own previous successful efforts. An hour or two spent in this department will, we believe, fully compensate for the time thus devoted, and result pleasantly and profitably to both customer and merchant.

CLOAKING VELVETS—of the most superior quality, celebrated for beauty of finish and durability.

SUITS, DRESSES and CLOAKS, of every desirable material, made and trimmed by the most experienced hands, after models of our own importation. In this department we particularly excel.

5,000 Shawls,
Housekeeping Goods,
Ladies', Misses' and
Gents' Underwear,
Embroideries & Laces,
Ribbons & Neck-Ties,
Ladies', Misses' and
Children's Shoes,
Cloths & Cassimeres,
Flannels & Blankets.

The most courteous
attention is invariably
extended to every one.

Scruggs, Vandervoort & Barney,
423 & 425 N. Fourth St.,
ST. LOUIS, MO.

A. S. MERMOD.

D. C. JACCARD.

THE LARGEST AND FINEST JEWELRY HOUSE IN THE WEST.

D. C. JACCARD & CO.,

Nos. 401 and 403 N. Fourth Street, (Cor. of Locust, Odd Fellows' Hall.) ST. LOUIS, MO.

ARE THE SOLE MANUFACTURERS OF

THE CELEBRATED
D. C. JACCARD
MINIATURE LOCKET,



AND PATENT
STEM WINDING
WATCH.

The Most Desirable Watch that is made for an Bedroom or Family Relic!

MAKING Watches a specialty, we have an immense Stock of those of our own make, also of the WALTHAM, HOWARD, and ELGIN WATCHES (for which we are Special Agents), in Gold and Silver Cases, for sale at the VERY LOWEST PRICES. Our Stock of SILVERWARE is the grandest in the West or South, and comprises complete cases of Spoon and Fork Ware, Tea Sets, Castors, &c.

Immense Assortment of Diamonds, Clocks, Bronzes, Silver Plated Ware, etc.

Send for Price List and Catalogue of Silverware and Watches Orders promptly attended to.

When in St. Louis you are invited to inspect this Magnificent Establishment, on corner of Fourth and Locust Streets.

C. F. MATHEY.

GOODMAN KING.

Rich Laces and Embroideries

—BY—

MILLER, GRANT & CO.505 North Fourth Street,
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Point D'Alcon Laces. Black Lace Canes
Point Applique " Valenciennes Capes.
Black Guipures " Barbes and Coiffures.
Black Thread " Lace Jackets and Shawls
Valenciennes " Lace Hdks. in variety.

Ladies' French made Underwear.**HAMBURG EMBROIDERIES,**
in every Style.**DRESS and CLOAK TRIMMINGS,**
in all the New Styles.

Woolen Goods and Zephyr Worsteds.

Ribbons, Sashes, Scarfs, Ties and Bows,
in all the New Colors.N.B.—Samples sent by mail when requested,
and orders promptly attended to.**MILLER, GRANT & CO.,**
505 N. FOURTH STREET.**OUR CIRCULARS**

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**School Desks,
Teachers' Desks,
and Office Desks**

Will be sent FREE, on application to the

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School Furnishing Co.

WAREHOUSE:

Nos. 14 and 16 North Seventh Street;

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706, 708 and 710 Chestnut street,
ST. LOUIS, MO.**THE GLOBE MICROSCOPE**

AN Optical Wonder; magnifies 10,000 times; reveals the countless thousands of the hidden wonders and beauties of God's minute creation; never loses its interest; adapted to schools and families as well as scientific use; combines endless amusement with instruction; a beautiful gift to old or young. Send for circular. Wholesale terms liberal. Agents wanted. Retail price, \$2.50, or sent prepaid for \$2.75. Don't fail to get one. Address,

Western Publishing & School Furnishing Co., St. Louis, Mo.

**NEW
CHURCH MUSIC BOOKS.**THE GLORY.
THE GLORY.**BALMER****AND****WEBER'S****MUSIC****HOUSE****206****N. 5th St****BAND INSTRUMENTS**

OF BRASS OR GERMAN SILVER.

STRINGS for every instrument; HARMONICAS, ACCORDEONS; imported Musical Merchandise of every description at wholesale and retail.

PIANOS and ORGANS,
On Monthly Payments,

at about one dollar per day. Send for price lists and circulars.

BALMER & WEBER,
ST. LOUIS, MO.**ELGIN
WATCHES.**

Facts for the People.

OFFICE GEN. SUP'T ERIE RAILWAY, }
NEW YORK, Feb. 7, 1870.T. M. AVERY, Esq., Pres't National Watch Co.,
Chicago, Ills.

DEAR SIR—Having for about three months tested, in various ways, the "time-keeping" qualities of one of your Elgin Watches, I most cheerfully award it the praise that is its due. For one month the Watch was carried by one of our Locomotive Engineers, and since then by different persons, so that its full value as a time-keeper could be known under different modes of treatment. I will simply say that it has given perfect satisfaction, and in my opinion is as near perfection as I believe it possible a watch can be made.

Respectfully yours,

L. H. RUCKER, Gen. Supt.

OFFICE GEN'L SUP'T U. P. R. R. }
OMAHA, Neb., Dec. 18, 1869.HON. T. M. AVERY, Pres't National Watch Co.,
Chicago, Ills.

DEAR SIR—During the months that I have carried one of your B. W. Raymond Watches it has not failed to keep the time with so much accuracy as to leave nothing to desire in this regard. For accuracy in time-keeping, beauty of movement and finish, your watches challenge my admiration and arouse my pride as an American, and I am confident that, in all respects, they will compete successfully in the markets of the world with similar manufactures of older nations. They need only to be known to be appreciated.

Yours most respectfully,

C. G. HAMMOND, Gen. Supt.

Various grades and prices made to suit different tastes. No Movements retailed by the Co. Call on your Jeweler and ask to see the Elgin Watches. Business Office and Salesroom NATIONAL WATCH COMPANY, corner Green and Washington Streets, Chicago.

THE AMERICAN

Journal of Education.

J. B. MERWIN Editor.

ST. LOUIS, MO., OCTOBER, : : 1872.

A STEADY PULL.

THERE are outside of the sphere of physics, such forces in existence as inertia and momentum. When any enterprise is started the motion is slow and difficult. The inertia must be overcome and sufficient velocity imparted to conquer friction by the momentum of the moving body. But after motion has once begun, if a steady force be constantly applied, an immense amount of power may be accumulated. Jerks, irregular and practically contradictory forces, rather impede than assist. But let the force applied be never so small, if it is applied steadily, continuously and in the same direction, marvellous results are attainable.

We have just discovered the following extract in one of our New Hampshire exchanges with regard to the celebrated Exeter Academy. The writer says:

"Since Dr. Abbot came here in 1788, fresh from the honors of Harvard College, where he graduated the same year at the age of 26, there have been but two principals in eighty-four years—a performance almost unique in the mastership of any great school. Under their instruction have passed no fewer than four thousand pupils. Nobody knows how many of these pupils are now living, but they are reckoned in thousands, and among them, living or dead, were Webster, Cass, Everett, Bancroft, Gen. Dix, Gen. Butler, Dr. Peabody of Springfield and his twin brother, and two other eminent Dr. Peabodys, Jared Sparks, Dr. J. G. Cogswell, Dr. Palfrey, Richard Hildreth, Chas. Folsom, Theodore Lyman, John P. Hale, George Walker, President Chadbourne and a great many other eminent men.

Daniel Webster, the most famous of its pupils, came down from the backwoods riding behind his father on horseback, and entered at the age of fourteen. In the same year also entered a deputation from Virginia—Washingtons and Lees from Westmoreland county—who gave a presidential flavor to the school, as Robt. Lincoln and young Ulysses Grant have done in later years."

Here is a record which any school might be proud to show; and when in the same breath we are told that eighty-four years have witnessed but one change of principals, we are led to ask whether there be not some connection between the facts.

It is not always sufficiently considered by those who have the supervision of schools that the whole tone and spirit of any school must inevitably depend upon the principal thereof. His or her listlessness or energy, his or her carelessness or exactness, his or her coarseness or refinement impresses itself on every other teacher. There is the fixed pitch to which all the others are strung. All the efforts in these respects of the most excellent assistants,

are in vain against the influence of the principal, and the poorest assistants cannot fail to rise to a higher efficiency in the atmosphere of a principal deserving of the name. Not alone in respect to discipline is this true. Gradually the ideas of the principal with regard to methods of teaching are adopted by the assistants, and thoroughness or superficiality, honesty or deceit pervade accordingly every recitation room, whether he enter it or not. We need no further confirmation of these words than is given by a glance at the Harvard University of to-day in comparison with the Harvard University of ten years ago, and the momentum which had to be overcome there had been accumulating for more than two hundred years.

There is always a great loss of power in a change of principal in any school, and, although this loss of power is sometimes more than compensated for by the improvement in methods, this is not generally so, and, besides, we are not considering the case of a poor and inefficient principal.

It becomes a matter of great importance to school boards and school committees to retain their successful principals. The simplest maxims of business economy demand this. The greatest care should of course be exercised in the first appointment, but that having been done and confidence established, no small consideration should be allowed to prevent the continuance of successful services.

But the work of a principal is essentially directive, and it should be borne in mind in this connection that directive power is the one article in the market which is always to be quoted as having "an upward tendency." No combination, however powerful, can lower its value. More and more details are reduced to mechanism, and more and more the demand in every branch of business is for this very directive power—this executive power, which is the essential qualification of our school principals. We must not be surprised then to find that the salaries which will retain at the head of our schools the men and women of proved and acknowledged directive power, may increase somewhat from year to year. Nor should we murmur at this. We are bidding for the most valuable commodity of the whole world, and we must not be surprised or aggrieved if it takes many seeming equivalents of money to secure it, or to retain it when secured.

By all means let us have the best possible men and women for the principals of our schools, but let us retain that talent when once secured and not recklessly suffer it to slip from our service by any false idea of economy, if we would accumulate any amount of momentum in our schools. If we find that a school is being pulled in the right direction, let us do everything in our power to make that pull a long and a steady one.

OUR NEW PREMIUMS.

WE add to our premiums WORCESTER'S DICTIONARY, and send it for twelve subscribers to the *American Journal of Education*.

We also continue to send WEBSTER'S UNABRIDGED DICTIONARY for twelve subscribers; the largest, best, and most complete edition, containing 1840 pages and 3000 engravings. Price \$12.

We want to put one, or both, of these Dictionaries into every school in the West and South, and shall be glad to send circulars and all necessary instructions to teachers, showing "How to Get Them," promptly.

Then, for two subscribers, we will send a POCKET DICTIONARY of the English language, abridged from the large quarto, but containing about 200 engravings. In addition to this, it contains a careful selection of more than eighteen thousand of the most important words of the language; besides tables of money, weight and measure, abbreviations, phrases, proverbs, &c., from the Greek, the Latin, and the modern foreign languages, rules for spelling, &c., &c.; making altogether the most complete and useful pocket companion extant. It is beautifully printed on tinted paper, and bound in cloth.

These premiums are open to teachers, pupils, school officers, and others who need and want a companion like this; and who does not want it when it can be obtained so cheaply and so easily?

"TEN TIMES ONE IS TEN," is another offer we make for two new subscribers and the cash, \$3.00 in advance. It is a book which it will do to read and circulate with this JOURNAL.

Every teacher ought to start the nucleus at least of a library in the school district in which they teach this season, and no better books can be secured for this purpose; and they can never be procured cheaper or easier. Try it!

NORMAL INSTITUTES.

NECESSITY has finally compelled a resort to speedier methods for meeting the demand for trained teachers in our district schools. Not less than one thousand new teachers are called for in the schools of each one of the Western and Southern States every year. This fact brings home to the minds of thinking people the importance of furnishing this new supply as promptly and at as small an expense as possible.

To this end the establishment of temporary normal schools at various points throughout this and other States is being resorted to with rather remarkable success. The past three months have furnished abundant evidence of the efficacy of this scheme in improving those teachers in attendance.

These normal institutes have been held at different points in Iowa, Mis-

souri, Illinois, Kentucky and Kansas, for from two to four weeks.

At Unionville, Putnam Co., Mo., a normal was conducted for two weeks by Mr. S. M. Pickler, of the Kirksville Normal School, assisted by C. F. Brown, County Superintendent. The attendance, we understand, was good, and the progress made in the different branches of study commendable.

Those held at Mexico, Audrain county, and at Fulton, Calloway county, under the direction of Messrs. Baldwin, Greenwood, and Nason, were attended with very good results.

At Springfield, Green County, a very successful and interesting session was held for three weeks, under the management of Mr. Baldwin, Principal of the Kirksville Normal, assisted by G. E. Seymour, John Monteith, State Supt., and others.

A session of four weeks was held at Carthage, Jasper county, under the direction of S. M. Dickey, Superintendent of the city schools. That this normal was a decided success in every respect, is the unanimous opinion of all who witnessed its daily exercises. A prompt daily attendance of over fifty industrious and intelligent young men and women gave strength and character to the school. Instruction in Reading, Algebra, and Primary Teaching, was given by S. M. Dickey; in the Philosophy of Education and in Methods of Instruction, by Joseph Baldwin; in Grammatical Analysis, Arithmetical Analysis, Methods of Study in History, by George E. Seymour. Evening lectures were given by the Rev. Mr. Stewart, Rev. Mr. Pinkerton, Prof. Smith, Mr. Baldwin, and Mr. Seymour. The size and intelligence of these audiences evinced the deep interest of the people of Carthage in educational matters generally.

A rather significant fact in connection with these institutes is this: those teachers holding certificates of attendance are greatly preferred by school directors, and are paid better wages, because they become more efficient.

Interesting lectures were given at Springfield, by Hon. John Monteith, Mr. J. Baldwin, G. E. Seymour, and others.

It certainly is not emphasizing too strongly this mode of improving our teachers, to say that it furnishes much better facilities for the outlay than can be procured in any other way. Subject matter is not the prime end in these institutes, but better methods of instruction, and the suggestions gathered by those in attendance during these short sessions will afford material for thought during the entire year. Improvement is certain, where improvement is desired. At all the points where these institutes were held their good results are spoken of by the people and the press in terms of warmest commendation. The interest evinced is a guarantee of their success in the future.

BY THE DAY OR BY THE JOB?

WE are told by foreigners that our American schools cultivate the memory almost exclusively, and however true or false the general charge may be, if any mental faculty be strengthened by exercise we ought, one would think, to find excellent memories in the pupils of these schools. Where *memoriter* recitations are required, we ought to find the facts that have been communicated to children very firmly fixed in their minds for years afterwards, and ready for use when we call for them. But what is the real state of the case? We appeal to our most faithful teachers to bear us witness how discouragingly slippery the memories of their pupils seem to be. We summon them to bear us out in the statement that it sometimes requires a vast amount of faith to believe that the work of weeks and months has not been entirely lost—has not slipped from the minds of the children as easily as water from the glossy plumage of the duck, leaving absolutely no trace behind. We require them to confess, albeit unwillingly, and to their own discouragement, that they are often forced mentally to repeat for encouragement the line:

"Thou canst not toil in vain."

to prevent them from laying down their work in despair.

Now, why is this? The result may be attributable to many causes, but we propose here to mention but one; to us it seems a very potent one.

No practice is worse for the memory than that of learning anything with the consciousness that there is necessity of remembering what we are learning but for a short time. To illustrate: I require the direction to a certain house, and am told to turn certain corners and go in certain directions and I shall find it. I listen attentively, endeavoring to impress on my mind every word my informant utters, but I do this with the immediate consciousness that these minute descriptions are of but temporary value and that I need to retain them only until I have found the house. It is surprising to what an extent the memory may be trained to act in this way for a certain and definite time. If we wish to remember any fact for one hour we can do so. We can previously make a bargain, as it were, with the memory to hold such and such knowledge for just such a time and it will keep its promise faithfully, and at the appointed time relinquish its hold upon it, unless a new charge be given, letting it float off quietly into oblivion. The power seems somewhat akin to that by which we can, if we choose, awake from a sound sleep at any assigned hour of the morning.

But—and here is the point—the more work of this kind we give the memory to do, the more do we train it to work only thus "by the day," as it were, and the more seemingly impossible does it become for it to retain

anything permanently, or to carry out the simile, to undertake any work "by the job."

When we find children desiring to be allowed some time in which to study a lesson immediately previous to the time assigned for its recitation, we may be assured that they are traveling on their downward road and cultivating a temporary, instead of a permanent, memory.

And now, the more they are required to learn anything which we know and they know we expect them to remember only for the purpose of a recitation, as *e. g.* the latitude and longitude of many unimportant towns in degrees and minutes, long lists of exceptions, the arbitrary lists of words in a spelling lesson, the examples in oral arithmetic, the exact order of any unconnected statements in any text books, or anything else which is of value only for the purposes of the class recitation, the more are we helping to destroy, not to cultivate, their memory in any useful sense.

The question with us should be, not how much are we forcing our children to commit to memory, but of what character is that which they commit—if we wish to know whether we are strengthening or weakening their memories. Everything that they are required to commit to memory should be of permanent value, and when they are once fully waked up to the consciousness that when we require anything committed, it is something they will need to remember all their lives, we shall have less trouble with their poor memories.

A PRACTICAL EDUCATION.

DR. READ says, in an able discussion of what is proposed to be done in this State by the University, that in its progress we may safely claim that its tendencies are more and more to meet the actual wants of the people of Missouri. It is quite useless to devise a scheme that has no adaptation to the condition of society, or to that of so few as to render it practically useless by its narrow and exclusive range.

If ancient Harvard, in old and well educated Massachusetts, with all the dignities of time and wealth upon her, can deem it consistent with her position to provide, as she is actually doing by reforming her courses in the scientific department, to meet the needs of young men from the schools and academies (not classical), and provide for their training to become teachers in the modern methods of instruction in the practical sciences, to become chemists and engineers, surely we, with a lower grade of scholastic education and discipline, in the midst of the pressing exigencies of undeveloped capital, with less leisure and means, may safely remit something from old college ideas in order to be useful—more widely and broadly useful—by not confining ourselves rigorously to the old round of study.

Dr. Barnard, of Columbia College, in his excellent report of 1871, as President, shows conclusively, by facts and statistics, that the system of collegiate education, as hitherto conducted in our country, has greatly declined in general estimation—that the number in attendance is less than thirty years ago in the ratio of two to one, taking into account the increase of population—that in New England even, where it has been most appreciated, it has fallen off—that in all those institutions, where adherence to the old curriculum is the rule rigidly enforced, the number has either decreased or remained stationary, while those institutions allowing University freedom of courses have increased in the number of the students beyond all precedence, as Harvard, Michigan and Cornell. The popular voice does not, then, demand an inferior grade of education—it does demand that it shall be adapted to the varying capacities of students. It demands more thoroughness in a chosen course, rather than the superficiality which results from dragging young men over courses not wanted.

We have also passed the day when it is held that all practical studies are useless for discipline, and "that, so far as education is concerned, the most useful studies are the least useful, and the least useful are the most useful." In short, that to be liberally educated, a man must be the most ignorant of all others, ignorant of himself and of his relations to nature, ignorant of government and its laws, ignorant of the earth and its soil, its minerals, its animals, and its vegetables, ignorant of the forces and powers all around him.

The University will, according to the means afforded it, meet actual existing wants, both in science and literature.

ABOUT SO.

WE rather think the St Louis Democrat speaks by the card in the following statement:

"The whole land is resonant with the chatterings of magpie (?) politicians [see Webster's Unabridged Dictionary—ED.] Upon every stump, on every high hill, and under every green tree, their discordant notes are heard, and we shall continue to hear them, we suppose, until they, as well as the noisy cicada and grasshopper, are stilled by the hoar frosts of November. And yet these noisy politicians do the State some service, and with all the fuss and flummery of our exciting political canvasses, there is much good resulting from these periodical awakenings of the people to the terrible fact that, in spite of the evidence of their senses to the contrary, the country is going rapidly to the bad. Oliver Wendell Holmes has discovered that dull prosy sermons are often valuable aids to men of good parts, whom they exasperate to a high degree of mental activity; and while the preacher may not be able to enlist the interest of the hearer in the theme of his discourse, he may at least irritate him to the useful exercise of his thoughts in a different direction. Our political excitements serve a like purpose. Thousands of our citizens in commercial and professional life, who

take no active personal interest in the busy game of the politicians, derive great stimulus for their proper work from the excitement around them; and even those who participate in the enthusiasm of the campaign acquire a momentum which increases their energy in business pursuits when the canvass is over, and when the rockets, Roman candles, torches, and all the toggery and paraphernalia of big meetings and midnight parades are laid aside and forgotten."

ALL TRUE.

The *Missouri Republican* says:

"If we in this country have had presidents, bad congresses, and those bad results which must inevitably accompany them, the fault *lies at our own doors* and nowhere else. It is our high privilege, nay, our solemn duty, to know who we put in places of power, to examine carefully their antecedents and their principles, and to understand in advance what we may expect from them. There need be no deception on this point, for every candidate for office, from constable to president, is obliged to throw open his record to the closest scrutiny, and if we vote for a knave or a fool blindly, we thereby shoulder the fruits of his knavery and folly and should reproach ourselves, not him."

STILL THEY COME.

WE sent five dictionaries—as premiums for subscribers to the *American Journal of Education*—to five different States in one day, since our last issue, and still the demand continues.

Teachers begin to find it an easy matter to get up a club for the purpose of securing a dictionary for the use of the school.

Every school ought to have one of these premiums, and we have made arrangements to supply all calls for them promptly.

If teachers cannot at once secure either of the large dictionaries, there is not one of them but that can get the "Pocket Dictionary" in an hour's time. Try it.

This work contains more than *eighteen thousand words*, and is sent post paid for *two subscribers*. Send in the names and the cash, \$3, and get the dictionary by return mail.

SOME men move through life filling the air with their presence and sweetness, as orchards, in October days, fill the air with perfume of ripe fruit. Some women cling to their own houses, like the honeysuckle over the door, yet, like it, fill all the region with the subtle fragrance of their goodness. How great a blessing it is so to hold the gifts of the soul that they shall be music to some and fragrance to others! It would be no unworthy thing to live for, to make the power which we have within us the breath of other men's joy; to fill the atmosphere which they must stand in with a brightness which they cannot create for themselves.

THE FALL OPENINGS.

BOSTON, New York, Philadelphia, Chicago and St. Louis papers teem with flaming advertisements of the "Fall Openings" of new goods. More varied than the autumn foliage are the tints and colors of the new fabrics displayed by our enterprising merchants at all these points.

St. Louis vies with New York, and is no whit behind that city in the richness, beauty and variety of its display.

Those of our friends who design purchasing good in this market will read with interest the advertisements of a number of the leading houses in St. Louis.

WM. BARR & CO.

This house was established in 1847, and has kept up fully with the growing demands of the city and country, from which they draw their trade. The stock for the "Fall opening" embraces everything which taste, necessity, or fancy can dictate.

Mr. Wm. Barr and Mr. C. H. Berking, both reside in New York, and are constantly in the market buying goods. Mr. Joseph Franklin, with his able corps of assistants, manages the business at this point.

The silk department of this house, like all the others, will attract attention, as the materials are mostly made specially for them. It embraces every description of silks known, and every shade of color.

Special attention is given to the ladies' furnishing department, also, where everything for ladies' under and outer wear can be found, made up in the latest styles. Those visiting the city will be well paid if they call and examine their large and varied assortment.

N. RAVOLD.

This gentleman has been in business here since 1857, and has a fine stock of ladies' embroideries and wear of direct importation; his variety of stamping patterns is unsurpassed; the French embroidered goods are second to none in America, and his babies' wardrobes are the completest imaginable. He has just returned from Europe with a large stock of the latest styles.

RAILROAD EXTENSION.—The track on the Arkansas branch of the Iron Mountain Railroad has been laid to Neeley's swamp, in Butler county, fifteen miles beyond Poplar Bluff, leaving only nine miles to complete the road to the State line. This portion will be finished within fifteen days, where it connects with the Cairo and Fulton of Arkansas, the grading of which is completed seventy miles to White river, below Jacksonport. The laying of the track will be commenced at White river, and proceed in this direction. The road is already in operation from Little Rock to Prospect Bluff, fifty-one miles this way, and the whole line between St. Louis and Little Rock will have the links completed so as to be in operation by the first January.

FORMAL OPENING.

WM. BARR & Co.

INVITE THE ATTENTION
OF CUSTOMERS AND THE
PUBLIC GENERALLY TO

THEIR

GRAND DISPLAY

—OF—

The Latest Novelties

OF THE

FALL SEASON,

NOW BEING MADE IN THE
FOLLOWING DEPARTMENTS

OF THEIR

IMMENSE

Dry Goods Mart.

ENGLISH, FRENCH, AND

AMERICAN CALICOES;

PLAIN AND FANCY

DRESS GOODS;

MERINOES & REPS;

SILKS & VELVETS;

FAMILY MOURNING;

CLOAKS & SUITS;

SHAWLS & SCARFS;

CLOTHS & CASSIMERES;

FLANNELS AND

WOOL COVERS;

BLANKETS & QUILTS;

CORSETS & SKIRTS;

HOSIERY & GLOVES;

CURTAINS AND

UPHOLSTERY GOODS;

LADIES' & GENTS'

FURNISH'G GOODS;

EMBROIDERIES & LACES;

WHITE & DOMESTIC GOODS;

LINENS & DAMASKS;

BOOTS & SHOES;

NOTIONS AND

RIBBONS, Etc.

*All Departments Now
Fully Stocked*

—AT—

William Barr & Co's

420 & 422 N. Fourth Street,

ST. LOUIS, MO.

WESTERN BRANCH OF
Peters' Music Store.T. A. BOYLE,
Music Publisher,

Importer and dealer
in MUSICAL IN-
STRUMENTS, and
Agent for Peters
Webb & Co.'s celebrated PIANOS, and

TAYLOR & FARLEY'S ORGANS.

No. 212 North Fifth Street,

Bet. Pine and Olive Streets,

ST. LOUIS, MO.

N. RAVOLD,

IMPORTER OF

French Embroideries, Laces, Trimmings

AND BRAIDS,

Dealer in Ladies' and Children's Under-
wear, and Babies' Outfits;

MANUFACTURER OF

*Stamped Yokes,*Perforated Paper Patterns,
etc., etc.

No. 509 North Fourth Street,

ST. LOUIS.

Agency for Ramsey & Warner's Paper Patterns.

FRENCH Embroidered Yokes, Hamburg Ed-
gings, French Embroidered Bands, STAMPED
YOKES, Ladies' and Children's Furnishing
Goods,

BABIES' WARDROBES COMPLETE,
Kid Gloves, Embroidered Slippers, Ruffings,
Laces, etc., Babies' Lace and Merino Caps and
Bonnets,

REGALIA,

Embroidery Silk, Chenille, Needles, Threads,
CANNAS, ZEPHYRS, Knit Braids,

EMBROIDERY BRAIDS,

Spool Silk, Linen Foss, Scissors, Stilletos,
etc., etc.

PERSONAL.

TICKNOR & CO.,

THE CELEBRATED CLOTHIERS OF ST.
LOUIS, MO., announce the introduction of a
plan of

Ordering Clothing by Letter,

to which they call **YOUR SPECIAL AT-
TENTION.** They, if required, will send you
their Improved and Accurate **RULES FOR
SELF-MEASUREMENT,** and a full line of
samples from their **IMMENSE** stock of Cloths,
Cassimeres, Coatings, etc., etc., thus enabling
patrons in any part of the country to order
their Clothing direct from them, with the
certainty of receiving garments of the very
LATEST STYLE and most **PERFECT FIT**
attainable.

Goods ordered will be sent by Express, to
be paid for on delivery—providing that if they
DO NOT FIT they can be **RETURNED** at

TICKNOR & CO.'S

expense.
As is well known through the South and
West, they have for **FIFTEEN YEARS EX-
CELLED** in all departments of their business,
which is a guarantee as to the character of
the Goods they would send out.

RULES FOR SELF-MEASUREMENT. Sam-
ples of Goods, and Price List sent **FREE** on
application to

TICKNOR & CO.

N. B.—When in St. Louis you are invited to
visit our Mammoth Establishment, where
you can find thousands and thousands of gar-
ments of Superior Quality and Workmanship,
manufactured expressly for the best retail
trade. **BOYS' CLOTHING A SPECIALTY**
with us, and our stock in this line is very
extensive.

TICKNOR & CO.

Nos. 601 and 603 N. Fourth Street, St. Louis.

ANY AND
EVERYTHING

*Needed in Schools of all
grades, can be had by
calling upon or
writing to*

THE

West'n Publishing & School Furnishing Co.

706, 708 & 710 CHESTNUT STREET,

ST. LOUIS, MO.

The St. Louis Mutual Life Insurance
Company.

ON our last page we present a cut
of the magnificent new building
of the St. Louis Mutual Life Insurance
Company now in the course of erec-
tion on the corner of Sixth and Locust
streets, and soon to be occupied by
them.

This structure is a model of mod-
ern architecture, pleasing in style and
most substantial in its construction.
The internal arrangement embraces
such advantages of convenience and
improvement as to make the building
the most desirable for office purposes,
and, as an investment, an undoubted
success. The company is now in
the fifteenth year of its existence with
about seven million dollars of assets,
which are rapidly increasing, with a
reserve, safely invested, more than
ample to meet any contingencies.

The successful working of this
company in past years, its present
able management, and the large ex-
cess of assets over liabilities all tend
to inspire that confidence necessary
to those seeking life insurance invest-
ments. In its list of officers we find
the names of men who give to our
city its character for stability, probity,
and enterprise—men keenly alive to
the fact that action, tact, and talent
are essential allies to success in these
times. Few large corporations are
so well represented by the standing
and character of their officials.

Mr. Chas. Peck, the President, has
proved himself to be a man equal to
every emergency, by the eminent suc-
cess he has achieved in his private
business relations. Mr. Wm. T. Selby,
the Vice-president, has worked his
way up to this position by that energy
that is sure to win, and is as well
known as the company itself. Gen.
A. P. Stewart, the Secretary, a grad-
uate of West Point, adds strength to
the company by such a rigid per-
formance of duty as makes success a
certainty.

Mr. J. S. Miller, the general man-
ager, is the second executive, and to
him, perhaps as much or more than
any other man, is the company in-
debted for its prosperity and success.
Mr. Miller has the selection of all the
agents employed, and demands the
same fidelity and integrity on the
part of agents which characterize the
other officers of the company.

It is sufficient only to add that a
company so complete in its *personnel*,
so perfect in its *executive*, and so
thoroughly *vitalized* by good men
and measures, will have a future even
brighter than its past.

IN the present state of human
affairs, even if a great evil exists, and
many people have recognized this
evil, it requires an immense amount
of decision and decisiveness before
the evil can be uprooted. This
brings into play many high qualities
of human nature, such as long-suf-
fering, patience with opponents, and
the exhaustion of reasoning powers
brought to bear upon the evil which
is sought to be destroyed.

Educational Intelligence.

TEXAS.

The decision of the Supreme Court sustaining the legality of the one per cent. tax in Texas, to sustain the free schools of the State, has silenced much of the clamor raised by those who, for various causes, have so bitterly opposed this beneficent measure.

Already county conventions are being held in different parts of the State; teachers' institutes are being organized, and new life and energy is being imparted to railroad building, manufactures, and all other elements essential to the welfare of the State.

As a sample of the spirit and scope of this new interest in education in this State, we invite the attention of our readers to the following action of the teachers of

TRAVIS COUNTY.

At a late meeting of the teachers of Travis county, "it was resolved to organize an association of the teachers of Travis county into a society, to be known as the Travis County Educational Association; the objects of which organization should be as follows:

1. To Increase Knowledge,

By stimulating men of talent to make original researches.

By affording facilities for the production of original papers and memoirs on all branches of knowledge.

By aiding scientific men in their investigations in various departments by observations and collecting data.

2. To Diffuse Knowledge,

By forming a library for general circulation.

By establishing a course of lectures for the schools and the public on literary, science and art subjects, by men of learning in those departments.

By reading, before schools and the public or association only, such original papers as may be deemed meritorious, or by publication of the same.

3. To Advance the Interests of Teachers and the Public in School Matters,

By adopting a high system of ethics in the profession, dignifying to the teacher, and the observance of which will secure respectability in the profession.

By establishing and retaining harmony and co-operation among teachers.

By taking such joint means as will protect teachers from encroachments of their rights, from any source.

By adopting as far as is practicable a uniform system of text books, and a uniform system of teaching.

By establishing graded schools as far as may be practicable.

By establishing a uniform rate of minimum tuition fees.

By free discussions in the Association of the merits of text books, the modes of teaching the various branches, and general school conduct.

By securing employment, as far as practicable, for meritorious teachers, and giving them all information regarding school matters.

By devising and recommending to the Legislature a system of State education and school conduct.

By forming associations formed on a basis similar hereto throughout the State, with a view of a State Educational Association.

Many of the private institutions are also doing a splendid work in this and other States in the South. We

have before us the catalogue of the Rusk Masonic Institute, the buildings of which are situated in the suburbs of the town of Rusk, the capital of Cherokee county, Texas. It is believed that in point of salubrity, society, and remoteness from temptation, the location is unsurpassed; while the building is new, substantial, elegant, and comfortable.

The class rooms are large, airy, and thoroughly ventilated; they are also provided with all necessary apparatus, and furnished with the famous Patent Gothic Desks, the most comfortable and graceful ever made. There is a well of excellent water on the grounds, and the neighborhood is one of the quietest and best in the State, and offers strong

inducements to those who desire to surround their sons and daughters with refined and intelligent associations. There are in the town three organized churches, each with a stated ministry, and an excellent Sabbath school.

In his report to the Trustees, Prof. John Ross, the Superintendent, says: "In conclusion, allow me, in the name of my colleagues and of my-

self, to thank you for the uniform kindness which you have displayed toward us; for your readiness to supply whatever was wanted to make the school efficient; for your liberality in furnishing the finest desks &c., &c., regardless of expense; and for the fatherly care and tender regard which you have, on all occasions, manifested for the students."

MISSOURI.

The Linn County Teachers' Institute met at Meadville 26th, 27th, 28th, 29th and 30th of August, and were welcomed by Rev. H. B. Seely. The county

superintendent responded appropriately. Practical points were discussed and the interest in the meeting continued to increase until it closed.

Relying upon their own efforts and the aid of the county superintendent, it speaks well for all concerned. Resolutions were passed thanking the citizens of Meadville for their generous hospitality, and to Professor Baldwin, Monteith and others, for services. They also

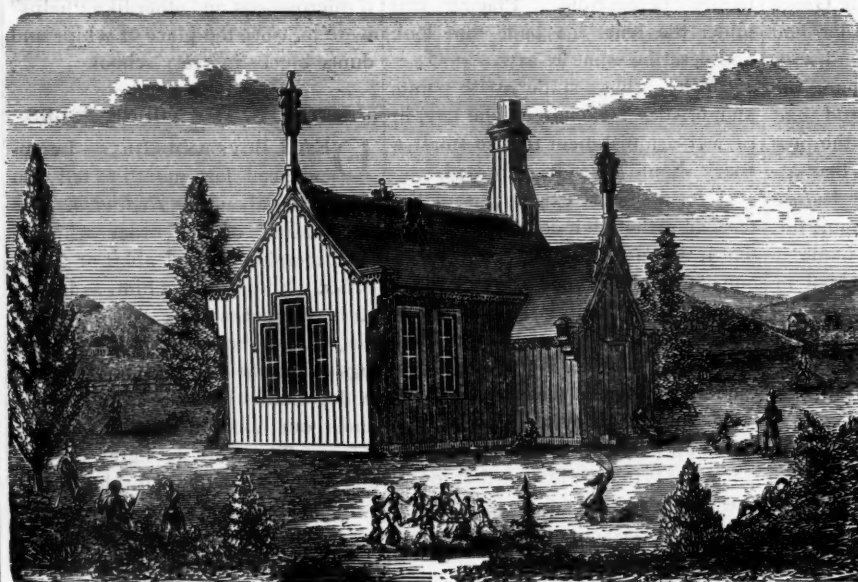
Resolved, That whereas we fully appreciate the earnest efforts of our present Superintendent to improve the condition of our public schools; and, whereas, we firmly believe that the interests of our schools demand his continuance in office, Therefore, we, the teachers of Linn county, in Institute assembled, would respectfully and earnestly solicit him to allow his name to be used as a candidate for re-election.

IOWA.

Iowa now has a permanent school fund of about *three millions* of dollars, yielding an annual income of eight per cent., which is applied to the education of her youth. By the future sales of school lands this fund will be largely increased. During the year ending October 3d, 1871, there were 7,841 schools in the State, attended by 342,440 pupils. The value of school property and apparatus at that date was \$6,916,490.16. The public schools are open and free to all between the ages of five and twenty-one years, for at least six months in each year.

It also has a State University, with an annual endowment of \$25,000, and an Agricultural College, with an income of \$40,000, derived from the sale of lands granted by the general government. The various religious denominations have also established colleges and schools of the higher grades.

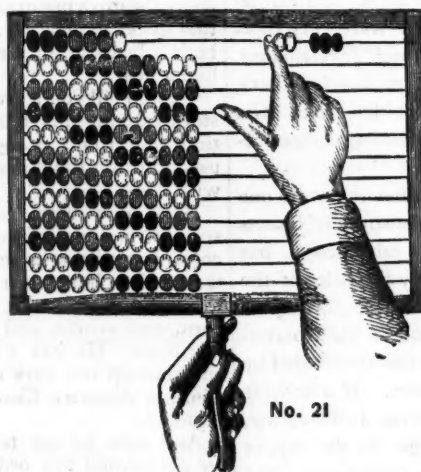
The educational institutions of the State are said to be fully adequate for imparting complete courses of classical, scientific and professional instruction.



NEW PLAN FOR A DISTRICT SCHOOL HOUSE.

THE above plan for a District School-house was drawn at the request of several school officers in Mississippi. The house can be used for religious meetings, as well as for school purposes, in sparsely settled neighborhoods.

TOOLS TO WORK WITH.



THE NUMERAL FRAME.

THE Numeral Frame, designed for primary schools, has proved of nearly equal service in intermediate and grammar schools; wherever pupils require illustrations to enable them fully to comprehend operations with abstract mathematical quantities, this frame furnishes the readiest mode of giving the desired instruction.

And, as in the case of Outline Maps, Globes, Blackboards and Charts, a teacher will be able to instruct a whole class of *twenty* or *thirty* more effectively, and in less time, than they could teach a single pupil without these helps, so they will do *twenty* or *thirty* times more work during the school term with these things than they could do without them.

It is not, then, a question whether School Directors can afford to get these helps; the question is—Can they *afford to do without them*?

What should we think of a farmer who would hire men to work on a farm, and expect them to raise a good crop of wheat and corn, but who should *refuse* to give them "tools to work with."

Let our teachers, then, be supplied, without delay, with the Numeral Frame, with Outline Maps, Globes, Blackboards, and something worth the money expended will be accomplished in all our schools.

Teachers should lose no time in showing their directors and trustees these facts and so secure at once tools to work with in their schools.

Our Young Folk's Department.

The Microscope in School Government.

BY MRS M. M. B. GOODWIN.

THE school at Maple Grove had been called to order. Every scholar was in his place, and for once there was not a whisper heard; whispering had, from time immemorial, been the bane of Maple Grove school. Teacher after teacher had tried to conquer the habit, and with the advent of every new one, the dunce-block and birchen rod had been introduced as a part of the programme; a part, however, that always failed to accomplish the desired end, and, up to the present hour, the school really deserved the name it bore—the most disorderly school in the country.

The present teacher was a little pale-faced lady, and the older boys chuckled at the thought of such a mite of a woman attempting to coerce them, and at the morning recess they met in solemn conclave, and nicknamed her "The Giant."

Miss Dean, as it happened, overheard the deliberations of the irrepressibles, but, instead of being alarmed, she was rather amused, especially at the ludicrousness of the cognomen they had chosen for her *four feet of stature*.

The morning passed without any unusual confusion, considering the perplexing nature of the first day's duties, and now, as I said, a hush had fallen on every scholar—every mouth was agape with wonder, and every eye fixed on the little woman at the desk.

Instead of a rod or ferule, she held in her hand a brass instrument, looking for all the world like a toy cannon set on end. Silently she held it up before the school, and silently the scholars gazed, until little Johnny Burns could repress his curiosity no longer, and in a shrill voice cried out:

"School-marm, will it *shute*?"

The teacher raised the instrument higher, and a smile was perceptible on her face, as two or three of the ringleaders of mischief popped their heads behind their desks, not a doubt being left in their minds that, if Miss Dean wasn't strong-bodied, she was at least strong-minded, and intended to govern the school with some new-fangled shooting machine, instead of the old-fashioned good-behavior producers before alluded to.

"Did you never see a microscope before?" asked Miss Dean; and four heads popped from behind their wooden breastworks, while every voice in the house answered in the negative.

"Well, I suppose the young ladies and gentlemen who sit on those back seats have *heard* of this instrument and can explain its use," said the teacher, with that subtle knowledge of children's dispositions, which leads them to be peculiarly flattered when, on reaching the (to them) very ma-

ture age of ten or twelve, they are for the first time addressed as ladies and gentlemen!

There was silence for a moment, and then one of the boys hazarded the opinion that "microscopes were made to see stars."

Miss Dean then explained to the school the use of the microscope, and calling the eldest boy forward showed him, upon a bit of glass, a tiny speck barely perceptible. Placing this under the lens, she bade him look and describe what he saw.

"Why, a huge spider, with points and bristles," exclaimed the boy, in perfect astonishment that so small a speck should be so transformed.

"Not a spider, exactly," said the teacher, "though it does look like it; that is a honey-bee's sting, and every one of those hairy points, which show so plainly in the glass, is charged with poison. Do you wonder that the sting of the bee is painful, when such a complicated weapon is used?"

Sending this boy to his seat, she called up the next eldest.

"What is that little sack that looks like his head? Is that his bag of poison?" he asked, after a prolonged gaze.

"I expect it is, though outside the microscope the sting only looks like a little black dot on the glass, and you can distinguish neither hairy points nor poison bag."

One by one she permitted every scholar to look through the microscope, and as each one was impressed with some new idea, not only the bee's sting, but the habits and formation of the bee itself were very thoroughly discussed and investigated. Then, placing the microscope back in its green and golden box, Miss Dean made the following announcement to the school:

"I propose hereafter to devote one hour each day to the study of insects by the aid of this microscope, but only those who obey the rules of the school will be allowed to participate in this study, or look at the wonderful construction of insects revealed by its magnifying power. If a scholar whispers, or otherwise disobeys me, he loses the privilege, for the day, of looking through the microscope; and I assure you, children, that the bee's sting is not the most interesting object that can be found for inspection. Every bug and worm, every fly and miller, the feathers of birds, and the seed-pods of flowers, have each and all a private history, and forms of beauty unperceived by the naked eye, and unsuspected save by those who have made the microscope their companion in numberless rambles through fields and groves."

Do you think Miss Dean had to press birchen branches into service in the government of that school? Did any boy have to sit on the dunce-block for not studying his lesson? No, indeed; it would be hard work for boys to remain dunces when a microscope was one of the incentives to study; but I can assure you that

sad havoc was made among the winged and creeping insects, and Miss Dean found herself compelled to study "*Bugology*" pretty thoroughly. That, however, was better than the tired fretfulness experienced by most teachers in their attempts to preserve order by the old methods.

Corporeal punishment is a relic of the dark ages, and scholars would be better, and teachers would be happier, if microscopes and other like "helps" were to usurp the place of whips and dunce-blocks in every school.

LETTER TO THE YOUNG FOLKS.

DEAR BOYS AND GIRLS—I commenced last month to tell you something about the *Rodentia*. The next animal of this order which I shall mention is the Rabbit or *Cuniculus*. You all know him, as he sits on his haunches and eats clover, has long ears, a short tail, and long hind legs so that he can jump or hop easy. A dog chased one of ours and he ran under our house to find a place of refuge. These are wild gray rabbits, and not the white and black ones you see in people's yards generally. I have seen a wild rabbit frightened to death. They are very timid and harmless.

Another animal of this order is the *Arctomys* or Marmot, which we call the Woodchuck.

This fellow lives under our barn. He eats grass, and whistles when scared. He usually has a large, nicely formed burrow in the ground. In some places he troubles the farmer very much, as he digs up the ground, and eats the corn, and treads down the growing grass. He is called that queer name, *Arctomys*, because he is a bear-rat, or a rat with a body like a bear.

I could tell you a great many queer stories about this fellow if we had time and room enough. We boys used to catch them in steel-traps, and with dogs.

And now here comes another sprightly animal of nearly the same color, but with a large bushy, pretty tail. You have seen him in a cage turning a wheel. He eats nuts, and corn, and acorns, and runs into hollow trees. He has a kind of bark, and runs up the bark of trees. His name is *Sciurus Cucotis*, or Gray-Squirrel.

And now let me tell you, before we get beyond this order, or family, what I saw last week in a store. It was a band-wagon, such as you have seen connected with a caravan, but not quite so large. The horses were two gray squirrels. A young woodchuck sitting up straight, was the driver, with his fur overcoat on, and, of course, a pipe in his mouth. I think the leader of the band was another young woodchuck, who stood up straight and held a book in his hand. The players on the horns and drums, &c., were all chipmunks with their striped regimental dress on. They all sat up on their haunches and played well for chipmunks, I suppose, although I could not hear them. One reason why I could not hear them was, that they were all stuffed!

There now, I have not told you half that I wanted to tell you. Why I have not said a word about the bird family, and they are the prettiest and most numerous of all.

But wait and see. Yours,
UNCLE NED.



GEOGRAPHICAL ENIGMA.—I am composed of twenty-four letters.

My 9, 5, 16, 12, 9, is a lake of South America.

My 20, 9, 12, 23, 6, 1, is a city of France.

My 7, 21, 4, 5, 24, 18, 2, is one of the United States.

My 11, 6, 12, 19, 22, 13, 23, 15, is a river of Europe.

My 13, 7, 11, 10, 22, is a phenomenon.

My 17, 3, 8, 15, 20, 13, is a mountain of Asia.

My 14, 8, 1, 13, is a cape of Asia.

My whole is the name and location of a large island. M. S.

PROBLEM.—Required, the greatest number of trees that can be set on a piece of land containing 1352 square rods, the length of which shall be twice its width—no tree to be within two rods of another, or within one rod of the fence?

Charades.

1. My first is a fish, my second a fruit, My third the highest card in a suit, My whole a statesman and Christian to boot.
2. 'Tis said in Ujiji my whole can be seen, And calmly he sits on my second, While nobody knows what his absence can mean, If truly my first he is reckoned.

—HITTY MAGINN.

Answers to Charade, etc., in Sept. No.

Charade.—"Pil-grim-age."

Problem.—1st pen 28, 2d 26, 3d 40, 4th 54, 5th 30, 6th 22. Total in all the pens, 200 hogs.

WELL DONE.

MASTER ALFRED M. SEYMOUR, of Haywood, Alameda Co., Cal., and Master Charles Edgerton of Nineveh, New York, both ten years of age, on the first trial, spelled the list of twenty words which we published in the July No. of the *American Journal of Education*, on page 5.

Opposite each word we printed the number who failed to spell it correctly among the 449 applicants for admission to one of our city High Schools.

MAP OF THE WORLD.—We have extended the time for awarding the premium for Map of the World to January 1st, 1873. We know some good draughtsmen at work, and want our young friends to show us their best.

"So lest I be inclined
To render ill for ill,
Henceforth in me instil,
O God, a sweet good-will
To all mankind."

Book Notices.

MICHAEL FARADAY, by J. H. Gladstone, Ph.D., F.R.S. New York: Harper & Bros., 1872. For sale by St. Louis Book and News Co.

Since the death of Alexander von Humboldt, the scientific world has lost no greater man than Michael Faraday. Born in 1791, and at the age of 22 admitted as the assistant of Sir Humphrey Davy, then at the culminating point of his fame, his long and active life was passed in the noonday of scientific discovery. To him, indeed, belongs the honor of the most wonderful discoveries of the present century. Excepting Kirchhoff's experiments with the spectro-scope and the results that have followed it, nothing has proved so valuable as Faraday's researches into electro-magnetism. It would be difficult to say what chemistry had been to-day if Faraday's labors did not furnish a basis. We should not possess the magnetic telegraph; the lights of our light-houses would not be so brilliant. Myriads of practical applications of his discoveries have been made, but the greatest are yet to come. It is with the advance of the science of meteorology that we are to find the full significance of his labors to determine the laws of diamagnetism and paramagnetism. The current of electricity moving at right angles to the current of magnetism, and the reciprocal production of the one by means of the other, are phenomena that point toward a profound law whose discovery will clear up the whole realm of molecular forces. All gases except oxygen are diamagnetic, assuming a direction from east to west, while oxygen alone is paramagnetic or moves from north to south. Heat affects this condition. That side of the earth turned towards the sun must be less magnetic than its opposite, consequently we have in the change of temperature a cause for the variations of the magnetic needle. "The assimilation," says Humboldt, "thus shown by experiment to exist between a single gas and iron is an important discovery, which derives additional value from the fact that oxygen probably constitutes the half of all the ponderable matters that occur in accessible portions of our earth." Ampère held that electrical currents moved round the earth from east to west, and that these caused terrestrial magnetism after the analogy of the magnet suspended in the helix. It was Faraday who gave the necessary scientific basis to these speculations, and it is reserved for men of a later epoch to derive the ultimate fruits which depend on it.

Other books have exhibited Faraday in his attitude as man of science, philosopher, and man of the world; this book of Mr. Gladstone gives us glimpses of him in his social and familiar relations.

Professor de la Rive says of his power as a lecturer: Nothing can give a notion of the charm which he

imparted to his improvised lectures, in which he knew how to combine animated and often eloquent language with a judgment and art in his experiments which added to the clearness and elegance of his exposition. He exerted an actual fascination upon his auditors, and when, after having initiated them into the mysteries of science, he terminated his lecture, as he was in the habit of doing, by rising into regions far above matter, space, and time, the emotion which he experienced did not fail to communicate itself to those who listened to him, and their enthusiasm had no longer any bounds.

SCIENCE OF ELOCUTION, by S. S. Hamill, Professor of Elocution and English Literature, Ill. Wesleyan University, Bloomington, Ill. Nelson & Phillips, New York. For sale by the St. Louis Book & News Co.

Not less than a score of works on elocution have appeared within the last few months. Most of these, however, have been works composed largely of selections indiscriminately thrown together, with a few introductory pages, imperfectly presenting some of the more obvious principles of the science.

A careful review of the book before us has convinced us that it is a work of entirely different character. Not content with simply presenting a system of vocal culture, and then leaving the student to grope his way in the darkness of ignorance to its application, the author has, by a careful synthetic discussion, attempted to push the principles of delivery to their logical results.

The work opens with a careful analysis of expression. Next in order are elaborate exercises in orthoepy and respiration. Chapter II is devoted to a minute discussion of the attributes and accidents of voice, a distinction not heretofore given. Form, Quality, Force, Stress, Pitch, Movement, Quantity, Inflection, Emphasis, etc., etc., are each discussed in the following order: 1st, Clearly defined; 2d, Exercises presented for practice; 3d, Uses of the Element; 4th, Examples illustrating uses; 5th, Advantages.

This order, at once so simple and comprehensive, gives to each vocal exercise a practical importance, and enables the pupil to acquire the art of delivery without the aid of the living teacher.

From this synthetic discussion thirteen "styles of utterance" are deduced, under one of which, it is claimed, or a combination of two or more, every form of thought and feeling may be appropriately and impressively delivered.

Under these styles, the selections, of which there are some hundred and seventy pages, are arranged as illustrations. The entire work, in fact, is devoted to a discussion or illustration of the principles of elocution. If we were to criticise at all, we should say that the article on action had been hastily and imperfectly prepared. It is the weakest part of the book.

On the whole, the work is far in advance of anything yet given to the public on this important subject. It abounds in new and original thoughts, and is undoubtedly the result of years of patient thought and investigation. The arrangement is ingenious, simple, and easily understood; the discussion clear, comprehensive, and logical.

It has already received the commendation of some of the ablest educators of the land, and should be in the hands of every teacher and public speaker.

The work is printed on clear, white paper in bold type, and is well bound.

LATIN LESSONS, adapted to Allen & Greenough's Latin Grammar, prepared by R. F. Leighton. Boston: Ginn Brothers, 1872. For sale by St. Louis Book & News Co.

This new text book belongs to an excellent series of books and will be welcomed in all the schools where its predecessors have found adoption. Its selections and notes are made with the best taste and a true insight into the proper course of study for the pupil. "The first associations with any language, especially when learned by the young, ought to be such as make it as nearly as possible like a living tongue; the scientific study of it should follow, not go before, some familiar elementary knowledge of what it is in actual speech."

A DOZEN books that no teacher can afford to be without, any one of which we will send, post-paid, for four subscribers to this journal, are: Sypher's Art of Teaching School, Holbrook's Normal Methods, Jewell on School Government, Northend's Teacher's Assistant, Page's Theory and Practice of Teaching, Monroe's Vocal Gymnastics, Dio Lewis' New Gymnastics, Soule's English Synonyms, R. Grant White's Words and their uses, Swinton's Rambles among Words, Porter's Books and Readings, Herbert Spencer on Education.

MR. A. BRONSON ALCOTT'S "Concord Days," published by Roberts Bros., is in the form of a journal, and contains a daily record of life in Concord, gardening, landscape and architecture, historical scenes and incidents, sketches of notable characters—themselves the life-long friends of the author—Hawthorne, Thoreau, Margaret Fuller, Emerson, etc. Mr. Alcott's style has a quaintness which reminds one of Sir Thomas Browne and the old English prose writers.

THE success of *Plymouth Pulpit* has led to the publication of several series, similar, except that sermons from various clergymen are included. The *Chicago Pulpit*, weekly, is now over a year old, and the *Boston Pulpit*, monthly, reaches its third number this month. This latter is issued by the *Pulpit Publishing Company*, Edwin B. Baffensperger, Editor; Rowland H. Allen, Secretary, which proposes, also, similar publications, under its auspices, in Brooklyn, Baltimore, Pittsburg, Cleveland, Cincinnati, Detroit, St. Louis and San Francisco.

NEW BOOKS.

SCRIBNER, ARMSTRONG & Co.'s announcements for the approaching season are unusually attractive. First in importance stands Stanley's account of his explorations in Africa, which will be a subscription book to be sold only by agents. Next is a new poem by Dr. Holland, *The Marble Prophecy*, with a collection of lyrics covering all the more popular poems of this favorite author. The first volume of Froude's *History of Ireland*, Prof. Blackie's *Four Phases of Morals* (Socrates, Aristotle, Christianity, and Utilitarianism), Prof. Conington's *Prose Translation of Virgil*, and Mrs. Oliphant's new novel, *At His Gates*, with a volume of *Oriental and Linguistic Studies* (the Veda, the Avesta, and the Science of Language) by Prof. Whitney, make up a strong list in general literature. In religious literature, we are to have the third and last volume (except the index) of Dr. Hodge's great work on *Systematic Theology*; *Fifteen Years of Prayer in the Fulton Street Meeting*, by Rev. Dr. S. Irenæus Prime; *Sermons on Living Subjects*, by Dr. Bushnell; a volume of *Sermons*, by Archbishop Trench; *The Reformation*, by Prof. Geo. P. Fisher; and *The Psalms in Lange's Commentary*. The popular "Library of Travel" will be continued by a volume on *Southern Africa*, covering Livingstone's, Stanley's, Moffat's, and Magyar's explorations; one on *Central Africa*, including Speke, Grant, and Baker's travels; one on *Siam*, and one on the *Yellowstone* region. All these will be profusely illustrated, as well as the new volumes of the *Library of Wonders*—which will be *The Moon*—translated by Miss M. G. Mead, and edited with additions by Miss Maria Mitchell, *Diamonds and Precious Stones*, and *Wonders of Sculpture*. In the way of Holiday Books, Messrs. Scribner, Armstrong & Co. are to publish the fourth and concluding volume of the popular *Folk's Songs* reissue, *Songs of Nature*, and a profusely illustrated work for younger readers.

WILLIAM WOOD & Co. announce new editions of "Brown's English Grammars," by Henry Kiddle, A.M., Superintendent of Schools, New York City, to be published August 15th. These grammars have long maintained their reputation for superiority, and, notwithstanding the multitude of school grammars that have come in competition with them, they have outlived them all, and are now more extensively used than ever before. The course of oral instruction incorporated in these improved editions will add much to the usefulness of the books.

THE third volume of Jacob Abbott's series of "Science for the Young," treats of "Water and Land." It is written in that attractive style of narrative characteristic of the "Frankonia" series, and blends story and instruction in a happy manner. Its tendency will be to set young people to thinking of the commonest natural phenomena around them, and while not distinctively religious in tone it is far better fitted for the Sunday school library than half of the "pious stories" that find a place there. (New York: Harper & Brothers.)

OUR RAILROADS.

ONE of the most important lines of railway in the West, is the Atchison, Topeka and Santa Fe from Atchison, on the Missouri river, to the Kansas and Colorado boundary, a distance of about 500 miles, of which 350 are already completed, and the remainder expected to be in running order by March 1st, 1873.

This road has a land grant of three million acres. Those who have been over it assert that it is surpassed by no land west of the Mississippi. The company have been fortunate in securing for general superintendent, Mr. George H. Nettleton, who was formerly of the Hannibal and St. Joe R.R., and of whom an experienced railroad man writes as "no better disciplinarian and accomplished officer of a railroad walks."

Mr. O. S. Lyford, formerly General Superintendent of the Atlantic and Great Western R.R., succeeds Mr. Nettleton as General Superintendent of the Hannibal and St. Joe. A fortunate acquisition.

EAST, VIA ERIE RAILROAD.

It gives us pleasure to confirm the universal testimony of travelers to the courtesy and attention shown by the officers and employees of the Atlantic and Great Western and Erie Railroad, represented in St. Louis by Frank Lyford, Esq. A recent trip to New York and return over this and connecting lines, via Vandalia route to this city we count among our pleasantest experiences of travel. The capacious and elegant coaches, for both day and night, the unremitting attention to the safety and comfort of passengers, the magnificent scenery, the capital eating stations, and the quick time made, leave nothing more to be desired.

It is intimated that the "broad gauge" will shortly be given up on the Erie and Atlantic and Great Western. Doubtless the change will be for the pecuniary benefit of the companies, but it will be a source of regret to travelers.

EIGHT lines of railroad are now under construction in Northern Texas. Many of these are extensions of Eastern lines, and three are links in the trans-continental system.

THE eighty thousand readers of this paper will find all their orders promptly filled if, when they address those who advertise, they will mention the fact that they saw the advertisement in *The American Journal of Education*. We thank those who have already done this, as it is a mutual help all round.

ON DIT.—That the great publishing house of J. B. Lippincott & Co., of Philadelphia, propose to transfer their immense business bodily to Chicago.

THE GREAT FAIR.

WE are to have the grandest fair in St. Louis this fall ever held in this country commencing October 3d. All the rail-roads as far south as Texas and as far west as they run, bring the people and products at reduced rates. Entries of goods are pouring in enormously from every section of the habitable globe. Commodore Maury delivers the annual address. St. Louis can take good care of all who come, so come.

IT CAN BE DONE.

THERE are over 200,000 persons teaching school in the United States. There is not one of these teachers who could not with profit to themselves and to some friend also, put two copies of *The American Journal of Education* into circulation at once, and that would increase its present subscription list by considerable. In addition to the public sentiment it would create in favor of better schools, and better teachers, and better wages for this work, each person would secure for their own use, or for the use of some young friend, a copy of the "Pocket Dictionary." *It can be done,—Try it.*

SPECIAL NOTICES.

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"HOW TO CHOOSE A SEWING MACHINE."—Part first of this elegant pamphlet, just issued, while containing no allusion to any particular make of machine, gives valuable aid to those who would save perplexity and make a wise choice for themselves out of the great variety offered. Copies can be had at the "Domestic" Sewing Machine Company's office 715 Olive street.

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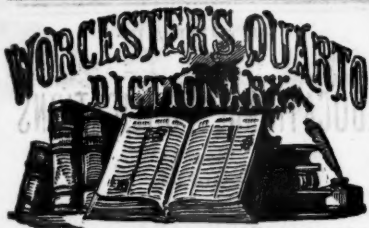
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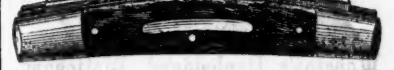
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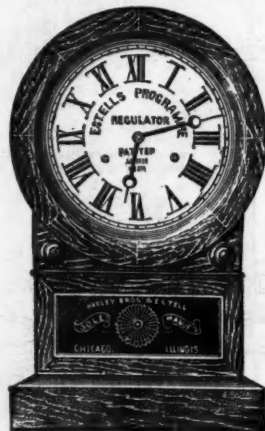
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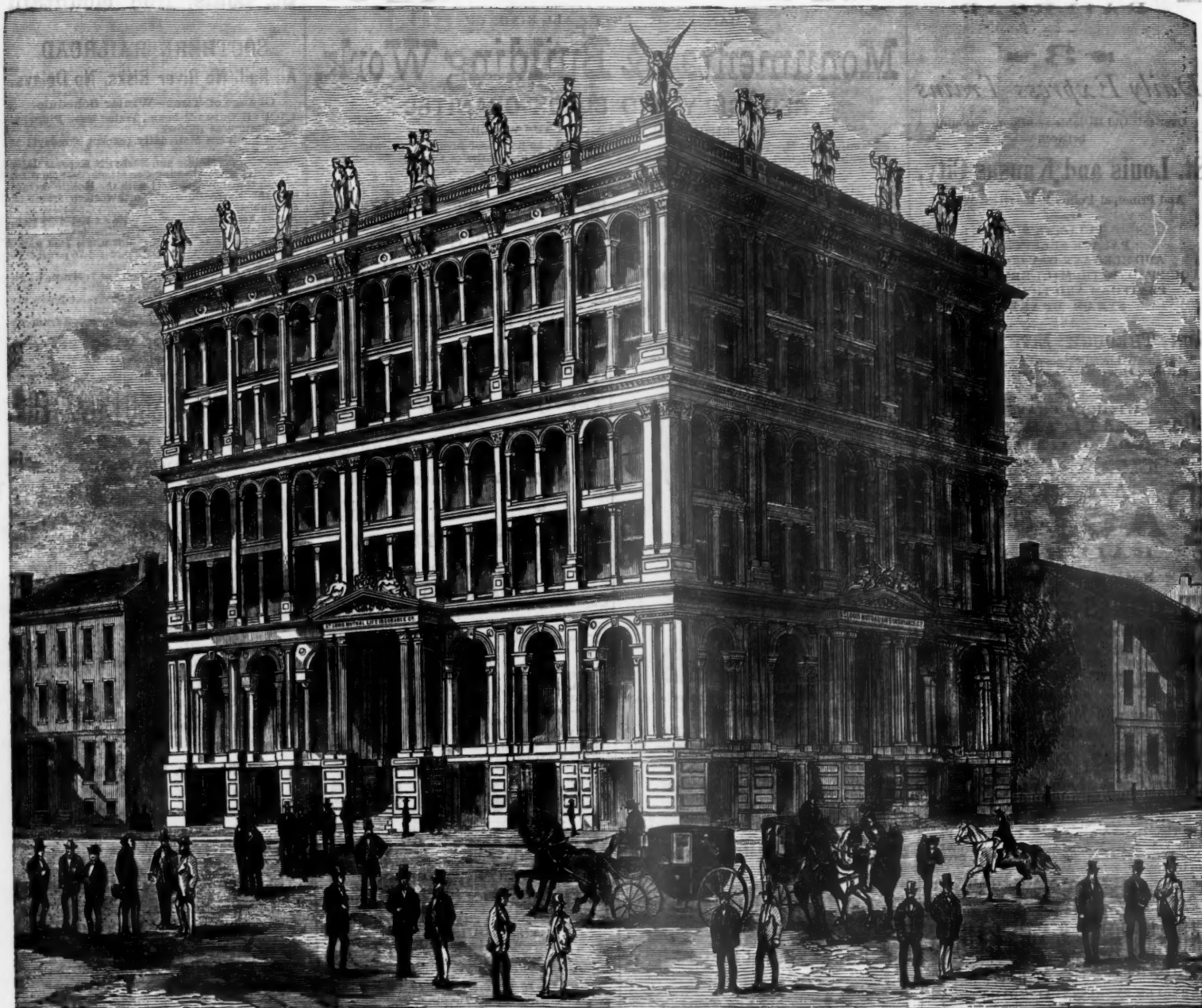
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